School context

Liverpool Public School is situated in the Liverpool CBD serving an area rich in cultural diversity, with 95% of the students coming from language backgrounds other than English. Approximately 60 language groups are represented. The predominant groups are Arabic, Indian and Serbian with an increasing number of refugee families. There are approximately 730 students organised into 29 classes. The student mobility is high with enrolments occurring throughout the school year. Teachers appointed to the school are generally in their first three years of teaching which ensures a dynamic learning environment. Significant whole school programs include Reading Recovery, Positive Behaviours Intervention Supports (PBIS) and Intensive English Program for Newly Arrived Refugee Students in Primary Schools (PIEP). The school provides a variety of extra curricula activities to cater to the learning, creative and social needs of the students and parents. These include public speaking, debating, musical productions, dance groups parent information sessions and two transition to school playgroups.

Principal’s message

2013 was the year in which the school celebrated 150 years of learning. Public Schools have always been an important part of the community not only in teaching reading, writing and mathematics to but in supporting the families and surrounding community. Since first opening in October 1863, with an enrolment of 32 students, Liverpool Public School has faced the challenge of large numbers of students, on a very small site surrounded by the Central Business District of Liverpool. Strong community support ensured that the school remained on its original site.

Throughout its 150 years the school has a proud tradition of welcoming and nurturing families who are newly arrived to Australia. Each child is special and contributes to our dynamic learning environment. We promote and acknowledge values and habits that encourage students to be safe, be respectful and be learners as skills they will use to create a future that values learning, ensures respect for others and builds a society that is safe.

The style of schooling has changed significantly over the last 150 years, as I’m sure the children have discovered throughout 2013. Chalkboards replaced by interactive white boards, slates replaced by paper and then iPad, ink wells replaced by pens the list is endless. However, the one thing that has remained constant is the teacher who works daily with the children to encourage them to be the best that they can be.

I would like to thank and acknowledge all the staff, children and the families who have been a part of the special history that is Liverpool Public School, a school that has been in operation for 150 years and I trust will still be in operation for another 150 years.

I certify that 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.

Susan Walkerden

Student representatives’ message

This year, 5 School Leaders and 17 class representatives were chosen to lead Liverpool Public School. We met weekly to discuss how we could improve our school. We have worked very hard to ensure 2013 was an amazing year for the students of Liverpool Public School.

We began our leadership journey by attending a leadership conference from which we came back with heaps of ideas. Our next step was to tackle the responsibility of running whole school formal assemblies including SRC induction, Heritage Day, the 150th Celebration and Presentation day.

Over the course of the year we held many fundraising events for our school, our students
and our community. World Vision, the Liverpool Migrant Resource Centre and Anglicare all received donations from our students.

We also started many new activities and events including:

- Bin it to Win It has been a great success over the year and has seen our playground become a lot cleaner. This also brought together our whole school through our united house groups and we saw great teamwork as students worked to get the most points for the end of year celebration, the ‘House Championship’.
- Woolworths Earn and Learn tokens, which we then used to add much needed sports equipment to our School Leader Sports Bin.
- A Premiers Spelling Bee across 3-6 to find our best spellers. 4 of our best spellers then represented our school at Georges Hall in Term 3 and did their best to spell some very tricky words.
- A basketball competition that was a big success and engaged students from Stage 2 and Stage 3 to play basketball.
- Wednesday lunch activities for students to participate in activities to help them with teamwork skills, enhance social skills and gain new friends.

We would like to thank Mrs Platfoot and Miss Klumpp for their ongoing support and guidance. They raised our hopes when they were low. Most of all, they were always there for us. We would also like to thank all the students and parents who have made this year a memorable one. We hope that everyone enjoyed an amazing 2013.

Nikitha Rao, Aboli Pawar, Tea Filipovic, Robert Dukic and Nikolina Dragicevic

Parent and community volunteer message

Thank you to the many contributions made by our volunteers to support the children’s learning. Volunteering is a great way to become involved in the school community, to make new friends, gain skills and to learn about schooling at Liverpool. As in previous years the 2013 students and teachers benefited from the strong support from the school’s hard working volunteers.

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>2007</th>
<th>2008</th>
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Student attendance profile

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</table>

Workforce information

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

The permanent staffing allocation was supplemented by temporary staff to support the significant number of refugees and those newly
arrived from overseas. School Learning and Support Officers (SLSOs) support students with additional learning needs.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are two staff members who identify as Aboriginals or Torres Straight Islanders.

**Teacher qualifications**

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

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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<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.

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<th>Income</th>
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<tr>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td><strong>Balance carried forward</strong></td>
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Further details concerning the statement can be obtained by contacting the school.
School performance 2013

The Outdoor Classroom

Liverpool Public School provides students with an engaging and supportive learning environment, through the provision of a variety of additional programs and events to extend the curriculum while developing and enhancing students’ talents and interests. Excursions, camps and incursions are integral to the curriculum offered at Liverpool PS. The activities link directly to all Key Learning Areas (KLAs).

Highlights of 2013’s program were:

- The school participated in the Liverpool Arts and Film Festival (LAaFF) in which over 75 students performed in choir, and three dance items.
- The utilisation of technology in all Curriculum Areas. Each classroom has an Interactive White Board and wireless internet access. The school’s mobile devices include a mix of iPads and mini laptop banks. Students access technologies in all areas of the school.
- Kindergarten’s outdoor classroom learning opportunities included trips to Calmsley Hill Farm, Taronga Park Zoo and the Egg Hatching Program. The excursions linked directly to curriculum areas and provided extensive scope for developing the key competencies of talking and listening.
- Year 1 visited Rouse Hill Living Museum to consolidate their knowledge of schooling in 1863. The students dressed in appropriate clothing and were taught in a classroom that replicated school of 150 years ago. This practical experience provided rich background knowledge for the school’s 150th celebrations.
- Year 2’s excursion to the Powerhouse Museum developed students’ knowledge and understanding of how technology has changed from the past till now. It supported Year 2’s study of Liverpool, life in the 1860’s.
- Approximately half of Year 2 students participated in and completed the two week intensive learn to swim program.
- Stage 2 visited Bare Island at La Perouse which enhanced knowledge of Australia’s early settlement by the British. The IMAX excursion supported the Space component of unit Understanding Each Other.
- Transitional programs for Stage 3 students at Liverpool Boys and Girls High Schools, including Gifted and Talented programs, Open Days and weekly science lesson visits.
- Stage 3 held a competition to design a friendship garden located in the middle of the school. The design was a combination of the best six designs. The project had curriculum links to mathematics, environmental science and English.
- Ownership of the Fun Day was handed over to Year 6 this year. Students were given the opportunity to lead and manage their own stalls, collect tokens, provide prizes and organise activities for the day. This proved to be a very successful fundraiser for the Year 6 Farewell and the Year 6 present for the school. Students developed skills in organisation, mathematics, creativity and literacy.

The focused use of The Outdoor Classroom increases student learning outcomes in all curriculum areas but is particularly valuable in supporting the Talking and Listening strand of the English syllabus.

Sport

This year has seen the continuation of sporting programs including Swimming Scheme, PSSA and Active after School.

The Active after School program has run throughout the year, with activities including Oz tag, cricket, karate, softball, netball and volleyball. This program gives children the
opportunity to participate in fitness activities after school.

In Term 3, we again participated in the intensive Swimming Scheme at the Whitlam Centre with approximately 165 students participating. The Friday learn to swim program also continued for students from Years 3-6, with significant improvements noticeable throughout the year.

Special achievements in Zone and Regional Sporting Events this year including Sandisha Walker, Stefan Sekuljica, Izabella Sarmento, Jason Troung and Uros Petkovic competing at district and regional level. All students did their best and the school was very proud of their achievements.

We participated in PSSA this year in Netball and Oz Tag. Our Oz Tag teams were competitive and made considerable improvements throughout the season. As for our Netball teams, the red junior team won their grand-final, which was very exciting, as it has been many years since a Liverpool PSSA team won a grand-final. The junior blue team made the semi-finals, which was also a great achievement.

We have continued with our 3-6 whole school sports program. This allowed our students to participate in a range of sports to build the skills necessary to improve their co-ordination and their understanding of these sports.

Uros Petkovic had another successful year in representing our school in Tennis. Uros represented Sydney South West at the NSW Tennis Tournament and then went on to compete in the Australian titles in Brisbane.

Celebrating 150 Years of Learning.

2013 was the year the school celebrated its 150th year of learning. It was a significant birthday and the celebrations were marked by two major community events. The first was a Heritage Day held in Education Week. The day was a culmination of historical studies that focused on the Liverpool District from 1863 to date. The school community enthusiastically joined in celebrations that included a formal assembly that acknowledged the learning that takes place in our school. The staff dressed in period costume and the most challenging part of the day was the non-use of technology. Lessons were conducted using methods that were from 1863.

The second major event was our formal acknowledgement of 150 years of learning. This was an occasion for the wider community to celebrate with us and it was particularly exciting for ex-students and staff. Some of our visitors started school at Liverpool in the 1930’s and still had strong connections to the local area. The school became a fair for the day with various stalls, historical displays and entertainment provided by the school with support from local community groups. A formal assembly acknowledged former and current staff and students with local dignitaries and two previous principals in attendance.

The support that the school received from staff, students, families and the community was an indication of how valuable Liverpool Public School is to the local Liverpool area.
Academic achievements

NAPLAN
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 and enter the school name in the Find a school and select GO to access the school data.

Other school based assessments
The school’s major focus under the Low SES School Communities National Partnership has been in literacy. This is a three year project and 2013 was the second year of implementation. The school has undertaken extensive assessment and data collections which have shown a significant improvement in students’ literacy levels.

Year 1 to Year 6 Reading levels between Term 3 2012 and Term 3 2013 show an 11% increase in students achieving above grade expectations in a twelve month period.

The introduction of a phonics program Kindergarten to Year 2 has had an impact on student spelling results. Year 3 2013 NAPLAN data indicates that the school is only two scale scores points behind the state compared to 23.5 scale points in 2011 before the phonics program was introduced.

Significant programs and initiatives
Aboriginal education
The school programs educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Content was taught in the context of COGs units. There was particular emphasis on Aboriginal history in Liverpool as we celebrated 150 years of learning.

Multicultural education
With 95% of students from language backgrounds other than English (LBOTE), multicultural perspectives are included in all academic and cultural programs. Anti-racism initiatives are addressed through class strategies and the school’s Anti-Racism Contact Officer (ARCO) is an additional resource should the need arise.

The rich cultural diversity of the school is acknowledged each day and formally celebrated at events including Harmony Day, values awards and during school assemblies.

English as a second language (ESL) programs address the needs of non-English speaking students. The specialist ESL teachers provide expert teacher training in the areas of oral language acquisition and the building of English vocabulary.

Students and their families were also supported by a Community Liaison Officer and Bilingual Ethnic Aide who assist with interpreting, translation of materials, the organisation of parent programs and in class student support.

Primary Intensive English Program
This program provides support for newly arrived refugees. The program develops students’ English language and literacy skills to better prepare them for participating in mainstream schooling.

There is significant growth in students’ oral language, reading and writing. They are far more confident and willing to engage with a wide variety of teachers and students. The program has also provided support to those families who are adjusting to life in Australia.

Old time games
Academic Support.

The Learning Support Team (LST) co-ordinates the resources needed to improve learning outcomes for all students. The needs of students, identified as requiring additional support are addressed with funding support from state funded programs. Specific programs included:

- **The Multicultural Public Speaking** competition supported the English Syllabus talking and listening strand. Students utilised the skills taught and represented the school with confidence.

- A number of students in Years 3 to 6 chose to participate in the Australian Schools’ English, Science and Mathematics Competitions. All students put in their best effort and the school is proud of all of them. Of particular note is the achievement of eighteen credits and three distinctions.

- **Learning and Support Teachers (LaST)** target students with specific needs and work closely with both classroom and other specialist teachers to develop programs and resources.

- **Reading Recovery** is an early intervention program for students in Year 1 to reduce failure in reading and writing. The selected students receive 30 minutes of individualised support for a period of 16 to 20 weeks. Twenty six students accessed the program with 22 successfully completing it. The targeted students made significant gains in reading and writing levels. Students entered the program on an average of Level 5 and exited with an average level of 15. Students who complete the program are monitored as they progress into Year 2 and Year 3. Most students have maintained and improved upon gains made in the program in reading, writing and spelling.

Student Welfare

Academic programs are more effective when supported by strategies and programs that focus on the students’ social, emotional, physical and academic development. Specific strategies include:

- **Teaching and learning programs** catering for the needs and talents of all students through quality teaching practices.

- **Anti-bullying, drug education and child protection programs** taught students to recognise and utilise strategies that help them remain safe and healthy.

- **Leadership days** were a new introduction to Stage 3 this year. These days gave students an insight to what leadership is and how they could demonstrate leadership qualities within the school context.

- **The Year 5 and 6 leadership program** offers opportunities for leadership throughout the school.

- **Student Representative Council (SRC)** provided a forum for engaging students in governance and the development of leadership skills. Students have lead and supported the school’s expectations for values and behaviour with anti-bullying as a major focus. The students promoted anti-bullying strategies through the utilisation of the student developed anti-bullying pledge. Students from Stages 2 and 3 recited the anti-bullying pledge and signed to show their support to keep the school bully-free.

- **Year 6 to Year 7 Transition Programs** allowed students to experience high school organisation and follow a high school timetable.

- **Kindergarten** transition to school program including two school readiness playgroups as well as a four week school based program.
National partnerships and significant Commonwealth initiatives

2013 was the second of four years of participation in the Low SES School Communities National Partnership. This federally funded initiative supports school based initiatives to improve student learning outcomes. In 2013 Liverpool PS received $751,619.00 Target areas were Literacy, Numeracy, Engagement, Leadership and Curriculum & Assessment. The funding was and will continue to be used to provide professional learning for teachers, enhance technology resources and employ additional staff to support student learning.

The success of the program has been significant in terms of both teacher and student learning. Of particular note is:

**Provision of leadership development opportunities appropriate to staff at differing career points**

The continued provision of additional executive release combined with external consultancy has improved the capacity of the leadership team to critically reflect on teaching and learning in the school. School leaders have developed a common understanding of explicit literacy teaching across the school and have worked towards a school-wide approach to teacher accountability for student learning outcomes. This data driven approach has ensured professional learning opportunities have been targeted and supported. This ensures appropriate differentiation for teachers at all levels of career experience. The school leadership team now has a clearer understanding of their roles and responsibilities to promote student and staff learning. Another focus has been the development of aspiring leaders to ensure succession planning for the school and beyond.

**Staff confidence in use of student data to inform planning.**

The implementation of school-wide assessment processes has resulted in a large increase in teachers’ professional understanding and use of data. This has been clearly indicated in staff surveys, team meetings, the TARS process and the quality of informal professional dialogue between teachers. The use of data during the two-week literacy cycle has resulted in explicit and systematic teaching practices that target identified areas of student learning needs. Ongoing analysis of data indicates that the impact of explicit teaching on student learning is having a positive impact. The use of data is beginning to highlight the need for quality differentiation by teachers to meet individual learning needs.

**Improved student learning outcomes as a result of targeted interventions**

The implementation of the school approach to teaching of phonics (synthetic phonics) and its development 3-6 to support the teaching of spelling has resulted in high achievement in school based assessment data and 2013 NAPLAN results. NAPLAN results indicate an increasing trend with 2013 showing Year 3 students achieving 10 points above the median of statistically similar schools and within 2 points of the state average. This compares to 15 points behind the state mean last year and an improvement from 2011 when we were 15 points below statistically similar schools.

The use of direct instruction pedagogy by teachers has provided an explicit and structured environment that promotes mastery of foundation skills to support students in their reading and spelling. These skills are able to be
transferred in Years 3 to 6 and complement the teaching of the four spelling skills by teachers. The school-wide approach has been embedded in school structures and routines.

**Sustainability**

The development of professional learning communities focused on target areas and led by expert teachers identified within the school will ensure continual professional learning opportunities are available. The learning undertaken over the last two years is continually refined, developed and shared with new staff and consolidated with existing staff.

The use of external consultants to challenge and support the leadership team has resulted in changed school structures and capacity to identify quality learning and teaching pedagogy. Improved capacity to support teachers in reflecting on their own practice and the refinement of monitoring practices mean early identification of professional learning needs are responded to; and appropriate support is targeted to increase student learning outcomes.

**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 included:

- Lesson observations by the school leadership team.
- Lesson observations by teachers using the lesson study approach and providing feedback.
- Systematic observation of teaching program documentation.
- Surveys of staff, students and parents.
- Sampling of student workbooks.
- NAPLAN analysis.
- PLAN analysis.
- School based assessment analysis.
- Review of school plan and progress towards targets.
- Review by external consultancy to moderate leadership team judgements.

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

**Literacy**

*Increased literacy achievement for every student*

**Outcomes from 2013**

- At least 80% of Year 3 and Year 5 students achieving above the lowest two NAPLAN bands in reading.
- At least 27% of Year 3 and Year 5 students achieving in the highest two NAPLAN bands in reading.
- At least 70% of Year 5 students achieving greater than or equal to expected NAPLAN growth in reading.

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

- 87% of Year 3 and Year 5 students achieved above the lowest two NAPLAN bands in reading.
- Reading levels between Term 3 2012 and Term 3 2013 in Years 1 to 6 show an 11% increase in students achieving above grade expectations.
- Targets two and three were not met, however, average individual student growth was above state average by 20 scale points.

**Numeracy**

*Increased numeracy achievement for every student*
Outcomes from 2013
- At least 77% of Year 3 and Year 5 students achieving above the lowest two NAPLAN bands.
- At least 25% of Year 3 and Year 5 students achieving in the highest two NAPLAN bands in numeracy.
- At least 65% of Year 5 students achieving greater than or equal to expected NAPLAN growth in numeracy.

Evidence of progress towards outcomes in 2013:
- 76% of Year 3 and Year 5 students achieving above the lowest two NAPLAN bands.
- 23% of Year 3 and Year 5 students achieving in the highest two NAPLAN bands in numeracy.
- 60% of Year 5 students achieving greater than or equal to expected NAPLAN growth in numeracy.

Leadership and Management

Strengthened leadership and management capacity of school staff, executive and principal to drive school improvement.

Outcomes from 2013
- All leaders to be effectively leading professional learning for teacher quality.
- All teachers to have a professional learning plan linked to professional development and performance.

Evidence of progress towards outcomes in 2013:
- All staff have an individual professional learning plan that links to school targets.
- Leaders support teachers with in class modelling and team teaching as appropriate.
- More focused and consistent team and executive agendas for school wide planning and assessment discussions.

Curriculum and Assessment

Clear alignment between the implementation of curriculum, professional learning and student learning needs.

Outcomes from 2013
- All teachers engage in sharing of Quality Teaching (QT) practice.
- All teachers utilising SMART2 data analysis and strategies in their literacy programs.
- All teachers utilising explicit criteria and providing relevant feedback for improved student outcomes.

Evidence of progress towards outcomes in 2013:
- Most staff indicate that QT literacy practices are shared.
- 90% of students Years 1 – 6 report their teachers guided them in how to improve their work
- SMART2 is used by individual teachers but is not yet utilized consistently by all staff.

Engagement

Students and their families experience a challenging, flexible, personalized and safe learning environment.

Outcomes from 2013
- Teachers provide increased opportunities for student directed learning.
- 10% increase in parent engagement in children’s learning.
- Increased range of quality student wellbeing programs Years 3 to 6.

Evidence of progress towards outcomes in 2013:
- Lesson monitoring classroom walk through data indicates a significant increase in
student directed learning from 2012 to 2013.

- Parent feedback indicates that there is a greater understanding of school operations and how to support their children at school.

**Professional learning**

All staff participated in professional learning in a variety of areas in 2013 funded by Teacher Professional Learning Grants school global funds and Commonwealth.

The major focus was literacy utilising the consultancy group *Get Reading Right.*

The school leadership team worked with individual teachers to develop professional learning plans to support quality teaching. The plans are linked to the Professional Teaching Standards and the annual Teacher and Executive Assessment Reviews.

The Australian Curriculum was a priority with staff also undertaking mandatory training in health care procedures and CPR.

Professional learning was also conducted on the school development days of Terms 1, 2, 3 and 4.

Early Career Teachers (ECTs) were supported through regular meetings with the teacher mentor and five were accredited at professional level.

Office staff participated in training to enhance administrative procedures.

Staff development days have been focused on developing strong literacy practices through spelling, teaching comprehension strategies and focused guided reading lessons. The Australian Curriculum was a priority with learning processes the focus.

Training has continued to consolidate the teaching of phonics, phonemic awareness and spelling.

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

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

86% of parent responses agree or strongly agree that positive relationships exist between the school and community. A further 89% agree or strongly agree that parents and carers are assisted to support their child’s learning at home.

Student survey responses indicate that 83% agree or strongly agree they were happy to come to school and felt safe while there. 85% of student responses indicated that teaching at the school was good and helps to develop their literacy skills.

Staff responses indicated that the improved data collection and analysis is having a positive impact on student learning because teachers are better able to target teaching practices. The data allows higher quality evaluation of teaching programs to ensure we are meeting the needs of all students.

It is also acknowledged that leadership capacity and quality knowledge to support professional learning has improved as it is more strategic and aligned with identified needs. This is having a direct impact on teaching practices in the classroom and provides a high level of support during a period of change. The next step in the change process is to promote and support a greater level of professional dialogue across the school.

![Sports Carnival](image)
Literacy

*Increased literacy achievement for every student*

**Outcomes for 2014**

- At least 82% of Year 3 AND Year 5 students achieving above the lowest two NAPLAN bands in reading.
- At least 27% of Year 3 and Year 5 students achieving in the highest two NAPLAN bands in reading.
- At least 70% of Year 5 students achieving greater than or equal to expected NAPLAN growth in reading.

**Strategies to achieve these outcomes in 2014**

- Employ two class free Assistant Principals to facilitate best practice from Kindergarten to Year 6 (K – 6).
- Provide additional time for teachers to take part in regular lesson observation and feedback.
- Continue the engagement of *Get Reading Right* literacy consultants.

Numeracy

*Increased numeracy achievement for every student*

**Outcomes for 2014**

- At least 77% of Year 3 and Year 5 students achieving above the lowest two NAPLAN bands.
- At least 26% of Year 3 and Year 5 students achieving in the highest two NAPLAN bands.
- At least 66% of Year 5 students achieving greater than or equal to expected NAPLAN growth.

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

- Design a K – 6 scope and sequence with clear indication of learning progression.
- Introduce a Mathematics focus into Morning Routines.
- Provide opportunities for reflection and evaluation of working mathematically.

Leadership and Management

*Strengthened leadership and management capacity of school staff, executive and principal to drive school improvement.*

**Outcomes for 2014**

- All leaders demonstrating effective leadership and management skills for school improvement.
- All teachers utilising a professional learning plan linked to professional development, performance and student outcomes.

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

- All executive staff undertake coaching through Growth Coaching International with a focus on developing teachers to support student learning.
- Timelines and standard expectations for professional practice followed by all staff including TARS, EARS and program review.

Curriculum and Assessment

*Clear alignment between the implementation of curriculum, professional learning and student learning needs.*

**Outcomes for 2014**

- All teachers embed Quality Teaching into everyday practice.
- All teachers utilizing SMART2 data analysis and strategies in their literacy and numeracy programs.
- All teachers engage in consistent and effective assessment and feedback practices from Kindergarten to Year 6.
Strategies to achieve these outcomes in 2014:

• Provide additional time for team leaders to focus professional learning opportunities for both their teams and individuals.

• Review leadership structures to better focus on student learning and build leadership capacity across the school.

Engagement

Students and their families experience a challenging, flexible, personalized and safe learning environment.

Outcomes for 2014

• All teachers provide flexible and challenging learning across the curriculum Kindergarten to Year 6.

• A 15% increase in parent engagement in children’s learning.

• Increases range of quality student wellbeing programs Kindergarten to Year 6.

Strategies to achieve these outcomes in 2014:

• Establish a formal parent group.

• Utilise external consultant to reinforce school approaches to quality literacy learning.

• Maintain a consistent focus on quality teaching as the key to student wellbeing.

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.