Principal’s Message
2012 has been a very successful year in the life of our school. The collaborative nature and positive relationships of staff with parents and caregivers have been the catalyst for providing solid foundation for students’ welfare and their learning and growth.
During 2012 we have provided students with opportunities to engage in academic, social and sporting activities and I would like to sincerely thank school staff and the parent body for their kind support in planning, organising and sometimes providing transport for students to attend these initiatives.
As has been the case in previous years our Parent Assemblies, Stage 3 Fundraisers and Kindergarten Orientation Program were all outstanding successes. I would like to thank all organising staff for their enthusiasm and effort.
I would like to thank the school’s P&C Association for their continued commitment, friendship and drive and the many school volunteers who give of their time in support of our students and staff.
This year, our P&C has been instrumental in funding major improvements which have been of great benefit to our students. A new grassed playing area has been established and roofing added to an outdoor area outside the Kindergarten rooms.
Two new Assistant Principals will commence work at the school in 2013 and we look forward to their contribution to the learning and welfare programs provided for our students.
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.


Our Achievements
The Arts
Parent assemblies have been well attended this year and the standard of presentations has been very high. The creative arts at Llandilo Public School are alive and well.
Involvement in the Footsteps Dance Program enhanced the dancing skills of our students. Students again submitted high standard artwork and written presentations for local newspaper and Penrith Council competitions.
Our school choir and performers very capably coordinated by Mrs Bell and assisted by Ms Crammond took part in the Penrith Valley Music Festival and the Cranebrook Community of Schools Festival. Our school
was also invited to perform at the Berkshire Park Carols Evening and at North Penrith Bunnings.
Our band program has continued from last year and a committed group of students continue to improve with their skills. Thanks Ms Howell and Miss Crammond for your hard work.
Our Percussion Group was outstanding in 2012. Thank you Mrs Bell.

Sport
Continuing with tradition our swimming, cross country and athletics carnivals were great days for students and their parents, and school staff. Special days were well organised with high levels of student participation and community involvement. The best performing students from the carnivals then going on to District level. Our school nominated teams in the District Winter competitions of soccer and netball and our sport’s enthusiasts performed consistently and with great enthusiasm and spirit. Rugby League players took part in a number of knockout tournaments distinguishing themselves very well and winning the Royce Simmons Cup.
Stage 3 students participated in the Panthers on The Prowl fitness program leading on to their involvement at a special Gala Day at Centrebet Stadium.

Visitors To The School
Ms Jan Green (School Education Director, Penrith Valley Schools) visited the school during the year, speaking to students, parents and staff. Her supportive comments for the benefit of our school have been very much appreciated.
Visits to the school by Penrith Council officers and the Mayor of Penrith were also very welcome.
Representatives from Mr David Bradbury’s Office, the Museum of Fire and Penrith Panthers Leagues Club were also made welcome.

P&C Report
2012 for Llandilo P&C Association has been a very productive and busy year. We completed the installation of our grass field area which is now well established. We also organised the Kindergarten shelter area to be revamped and roofing was added enabling the area to be used in all types of weather.
During the year we conducted many fundraising activities including the School Disco, Family Market Day, North Penrith Bunnings BBQ, Mother’s and Father’s Day Stalls and of course our annual Christmas Raffle. We are very pleased that Llandilo P&C Association has many
volunteer members who are very dedicated and committed to supporting our students.
Mrs Carmen Sultana (P&C President)

Student Report
2012 has been an excellent year for everyone. Stage 3 students have been involved in the mini-fete, Berry Camp and we have had leadership opportunities through being captains, house captains, library monitors and more. For us, being school captains was awesome. It was a dream come true. We don’t want to leave this amazing school. We hope Stage 1 and Stage 2 students enjoy being at Llandilo Public School as much as we did. To captains and prefects for 2013, we hope you enjoy your jobs and best of luck.
We wish everyone all the best and thank our wonderful teachers for the help they’ve given us throughout our primary years. All the best of luck, we will miss you very much.

Excursions
Our students were able to participate in a range of outside the school initiatives as well as in school experiences delivered by external providers. Teambeat drumming was a favourite with students and it was great to see so many of our girls and boys take part in the School Swimming Scheme coordinated by Mrs Kronast.
Highlights for the year were senior camp to Berry and of course, the ever popular zoo snooze.

Kindergarten Orientation For 2013 Students
Children attended 4 weekly sessions of 2 hours duration. Parents were invited to attend an orientation briefing and 3 information sessions. Evaluation surveys indicated family participants being very positive with the sessions. 100% of responses indicated that those in attendance were very satisfied with organisation and content of the program.

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

Student Enrolment Profile
Enrolment at the school in 2012 reached 289 students. This was made up of 148 boys and 141 girls in 12 classes. There was little student mobility during the year.
Llandilo Public School

Class Sizes

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<th>Roll class</th>
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<th>Total in class</th>
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</tr>
<tr>
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<td>3</td>
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Student Enrolment

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<th>2011</th>
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<td>143</td>
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Enrolments

Year

Male

Female
Student Attendance

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<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>94.5</td>
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<td>93.6</td>
<td>92.9</td>
<td>94.5</td>
<td>93.3</td>
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</table>

Staff Information
The total teacher entitlement for 2012 was 15.729 positions. In break up this included a non teaching principal, 3 teaching assistant principals, 9 classroom teachers and part time positions catering for library, relief from face to face teaching, ESL, support teacher learning assistance and reading recovery. An itinerant primary teacher of behaviour disorders was also based at the school supporting a number of local primary and high schools.

The total non teaching entitlement for 2012 was 2.522 made up of our school administrative manager and part time positions of school administrative officers and a general assistant.

All teaching staff have qualifications meeting the professional requirements for teaching in New South Wales Public Schools.

Teacher Professional Learning
All staff participated in School Development Days at the commencement of Terms 1, 2, 3 and the last two days of Term 4. The last of our Development Days was dedicated to achieving currency in First Aid application for all school staff.

Teacher Professional Learning expenditure for 2012 was $7,584.00. Staff attended inservices relating to use and familiarity with interactive whiteboards. Staff also attended professional learning activities relating to syllabus implementation, providing them with experience and confidence across all KLA areas. In particular catering for the new English Syllabus which is due for implementation in 2014. With support from our Literacy/Numeracy adviser, school staff were also able to comfortably navigate mandatory DEC and Regional continuum expectations.
Staff Report
There has been a modest change in the teaching staff during this reporting period with the creation of an additional 12th class during first term, the transfer of an AP at the end of term three and a staff member taking maternity leave during term four. This has enabled the school to employ a number of younger graduate teachers whose fresh ideas, enthusiasm and skills have complimented the experience of more senior teachers within the school. This change in staff dynamics should continue in 2013 with the appointment of two new APs and a classroom teacher to replace staff members retiring and being promoted.
The staff’s capacity to maintain and develop shared beliefs, purpose and understandings has been demonstrated through a range of communication measures which have included:
• Formally planned regular staff meetings with recorded minutes.
• Informal conversations.
• Circulation of staff memos.
• Use of notice and bulletin boards and
• Staff email communication.
Supervisory practices have supported staff to meet needs appropriate to individual expertise and career aspirations. Younger staff members have been assisted with the completion of Institute of Teaching accreditation through mentoring with senior staff.
Opportunities to develop leadership has been a feature of the school’s plans whereby teachers have been delegated responsibilities of whole school planning and leadership as well as opportunities to relieve in higher positions within the school. Executive staff have provided continuing support and mentoring of other staff.
Staff have accessed MyPL@DET to enhance and strengthen skills, knowledge and under-standings of the curriculum and teaching pedagogy. NAPLAN results have been used by the staff to identify the effectiveness of current practices and to determine future planning and targets.
Interactive whiteboards continue to be installed in classrooms with most rooms now having this teaching and learning facility.
An active staff social committee has worked hard to maintain collegial bonds for all stakeholders through the organising of inclusive events and activities.
Dan Brigden

Respect and Responsibility
Core rules for student behaviour have been developed across all government schools to establish consistent expectations.
Our school is committed to the Positive Behaviour for Learning Program (PBL) as a participating Western Sydney school.
We believe that our students should demonstrate Respect, Responsibility and Personal Best and these goals are constantly reinforced in classrooms and in the playground as well as during Monday morning assembly. These ideals significantly contribute to a safe and ordered learning community which is highly valued by all school stakeholders. During 2012 all of our classes have been involved with PBL through explicit teaching/learning of expected behaviours. Work sheets have been prepared featuring photos of our own students demonstrating best practice behaviours.

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
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<tbody>
<tr>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>64 376.25</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>583 478.95</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 38 145.07  |
| Excursions                 | 35 133.60  |
| Extra Curricula            | 29 218.08  |
| Library                    | 2 470.94   |
| Professional Learning      | 5 050.12   |
| Tied Funds                 | 69 243.23  |
| Short Term Relief          | 38 745.37  |
| Administration & office    | 21 686.64  |
| School-operated canteen    | 0.00       |
| Utilities                  | 38 655.17  |
| Maintenance                | 13 434.84  |
| Trust accounts             | 18 590.40  |
| Capital programs           | 26 370.62  |
| **Total expenditure**      | 336 744.08 |
| **Balance carried forward**| 246 734.87 |

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the school’s P&C. Further details concerning the statement can be obtained by contacting the school.
Academic Performance
In the NAPLAN, the performance of students is reported in “bands”. Year 3 student assessments are reported in the range of bands 1 to 6. Year 5 assessments are reported in the range of bands 3 to 8. Results cannot be reported in a manner which enables the results of individual students to be identified.

In 2012, 27 Year 3 students and 32 Year 5 students completed the NAPLAN tests at Llandilo Public School.

Literacy (Reading, Writing, Spelling and, Grammar and Punctuation) – NAPLAN Year 3 Summary
Our school performed better than State DEC and Statistically Similar Group average in Reading, Spelling, Writing and, Grammar and Punctuation. 91% of our students performed in the top 3 Bands in the Reading assessment. 73% of our students achieved the top 3 Bands in Spelling. 91% of our students performed in the top 3 Bands in Writing. 87% of our students performed in the top 3 Bands in Grammar and Punctuation.

Numeracy – NAPLAN Year 3
Our school performed better than Statistically Similar Group and DET state average for Year 3 students in Numeracy. 88% of our students achieved scores in the top 3 Bands.

Literacy (Reading, Writing, Spelling and Grammar and Punctuation) – NAPLAN Year 5 Summary
Our school performed better than Statistically Similar Group average across all the Literacy reporting areas above. 21% of our students performed in the top 3 Bands for Reading. 25% of our students achieved in the top 3 Bands in Writing. 18% performed in the top 3 bands in Spelling. 19% performed in the top 3 Bands in Grammar and Punctuation.

Numeracy – NAPLAN Year 5
Our students achieved better than Statistically Similar Group average in Numeracy.19% of students achieved in the top 3 Bands.

Average Progress
For matched students from within our school the average progress of 2012 Year 5 students from their 2010 Year 3 NAPLAN results indicate results below the Statistically Similar Group.
Key Evaluations
It is a requirement of all NSW Public Schools to conduct at least two annual evaluations. One is to relate to educational and management practice and the other to curriculum. In 2012 our school carried out evaluations for School Management and our Learning Support Program.

Educational and Management Practice

School Management
Focus for review in 2012 was organisational management and the effective use of school resources. Our school commits itself to ensuring that all individuals or groups within the school community have opportunities to participate in or initiate school activities, to develop personally and professionally, and to benefit from appropriately distributed resources. A survey completed by a cross representation of school stakeholders, (staff, students and parents) was used as the evaluative tool.

Findings and Conclusion
Respondents were generally very supportive and positive of the school’s capacity to identify priorities and maintain plans, policies, programs, processes and practices in response to change and achieving the school’s purpose. Staff, Parents and Students agreed that:
- The allocation of money and resources is managed effectively.
- Equity principles guide the allocation of resources.
- Relevant information is regularly and effectively communicated between students, staff, parents and the wider community.
- Collaborative decision making processes are consistently applied.

Parents and Caregivers agreed that:
- Resource management processes support the improvement of student learning outcomes.
- Forms of communication are evaluated and refined according to need.

100% of staff felt that:
- The school responds to suggestions, complaints and allegations, promptly and professionally.
Future Directions
Surveys from staff and parents indicated that continued additional support and resources be provided for students within the school whose degree of disadvantage is significantly higher and whose participation is significantly lower than for the school population as a whole.

Curriculum

Integration and Learning Support

Background
Llandilo Public School was one of 230 schools across Australia selected to participate in the Nationally Consistent Data Collection, Students with Disability 2012 Trial. The trial was conducted by PwC (Price Waterhouse Coopers) and was agreed to by all Australian Education Ministers.

Aims of the Trial were:

- Gather nationally consistent data to begin building an evidence base that will provide teachers, schools and sectors with information on students with a disability and the level of reasonable adjustment being provided to them.
- Inform policy development and future planning to better equip schools and education authorities to support those students with disability who have additional learning needs.

Findings and Conclusions
89 families from our school and the Learning Support Team consisting of 5 members of our teaching staff were involved in the collection of data. 3 representatives from PwC made up the evaluative panel.
All participants agreed that:
- The schools model for collecting data on students with disability provided accurate information and was undertaken sensitively and appropriately.
- Our school’s contribution to the trial was valued and highly commended in providing a reliable tool for assessing and recording information.

Future Directions
Participation in the trial will provide continued support and awareness for teaching staff and school executive in assisting them understand the Disability Discrimination Act 1992 and Disability Standards for Education 2005. Staff are committed to participate in professional learning in this area.
Progress on 2012 Targets

Target 1: To increase achievement levels for all students in Literacy and Numeracy.
Our achievements include:

- Implementation of Quality Teaching Dimensions and elements in Literacy and Numeracy programs through shared best practice within the school and across the Cranebrook Learning Community.

- Facilitating and driving programs emphasising Literacy and Numeracy at critical points in students’ learning journey based on quality assessment including Best Start and Continuum results. There has been increased capacity of teachers to use data to inform teaching and learning programs.

- 95% of Kindergarten students at Reading Recovery (RR) Levels 8+. 91% of Year 1 students at RR Levels 18+. 90% of Year 2 students at RR Levels 26+. 91% of Year 3 students in top 3 bands in NAPLAN Reading assessment and 88% of Year 3 students in top 3 bands in NAPLAN Numeracy assessment. 21% of students in top 3 Bands in Year 5 NAPLAN Reading assessment and 19% of students in top 3 Bands for Year 5 Numeracy assessment.

Target 2: To support staff in planning for and, implementation of the Australian National Curriculum.
Our achievements include:

- Implementation of a coordinated school based and Cranebrook Learning Community professional learning program to support the introduction of new syllabus documents and particularly, English.

- Formation of School and Learning Community teams under the direction of Board of Studies personnel, working together to lead and manage implementation of new syllabus documents.

- Increased number of combined Learning Community professional learning activities which explicitly target 21st century curriculum implementation and impact of change.
Target 3: To maximise use of technology within classrooms and across the school improving student engagement and learning.  
Our achievements include:

- Students acquiring technology skills according to the school’s scope and sequence and demonstrating them in lessons and tasks.
- Technology lessons and learning tasks complementing blended classroom learning.
- All staff participating in professional learning and, developing their skills in making use of interactive whiteboard technology and other emerging technologies.
- 100% of school staff making use of DEC intranet site and using school email address for in school communication where viable.

Targets For 2013 – 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 DEC planning documents.

Target 1: To increase achievement levels for all students in Literacy and Numeracy.

Strategies to achieve this target include:  
- All student progress to be tracked against the Literacy Continuum and is evident through TARS in all teacher programs.
- Implementation of Quality Teaching in literacy and numeracy through shared best practice within the school and across the Cranebrook Learning Community.
- Facilitating programs that emphasise literacy and numeracy at critical points in students’ learning journey including transition.
- Development of Quality Teaching programs, assessment and stage policies in all areas of literacy and numeracy.
• Explicit teaching strategies, where teachers identify key learning outcomes from the outset.

• Effective instructional leadership where executive staff are actively involved in directing teaching of Literacy and Numeracy in the school.

Our success will be measured by:

• Consistency across K-6 in the teaching and assessment of literacy and numeracy.

• Documented strategies and clear scope and sequence for each stage in literacy and numeracy.

• Increased capacity of teachers to use data to inform teaching and learning.

• Increased levels of literacy and numeracy achievement for every student in line with or exceeding state targets.

• Effective use of data to inform school planning, target strategies and evaluate effectiveness.

• Increased teacher collaboration and shared responsibility for student outcomes.

**Target 2: To support staff in planning for and, implementation of the Australian National Curriculum.**

Strategies to achieve this target include:

• Implementation of a coordinated TPL program to support introduction of the new syllabus documents.

• School and Learning Community teams leading and managing the implementation of new syllabus requirements.

• Collaborative planning being facilitated through regular syllabus team meetings.
Our success will be measured by:

- The level of high quality programs being implemented.
- Increased confidence of staff through being equipped with knowledge and skills to successfully implement National Curriculum.
- Increased number of combined Learning Community professional learning activities which explicitly target 21st century curriculum implementation.

Target 3. To maximise use of technology within classrooms and across the school improving student engagement and learning.

Strategies to achieve this target include:

- Daily technology lessons for students K-6 targeting skills to be integrated into Literacy, Numeracy, HSIE and Science.
- Fully implement school’s technology scope and sequence and continue to develop it as new technologies become available.
- Maintaining regular technology professional learning sessions during staff meetings and through attendance at off site DEC inservices.

Our success will be measured by:

- Students acquiring technology skills according to the scope and sequence and demonstrating them in lessons and set tasks.
- Technology lessons and learning tasks complementing classroom learning.
- All staff continuing to enhance their technology skills including use of DEC Intranet site and DEC communicating systems.
**Target 4. Increased school leadership capacity to lead and manage high quality education.**

Strategies to achieve this target include:

- Leadership opportunities are promoted to all members of staff.

- Staff member to undertake Aboriginal Leadership Program.

- Through developed TPL expertise, school leaders and curriculum coordinators to lead professional learning activities across the school.

- Aspiring leaders attending professional learning activities refining CV writing skills and interview technique.

Our success will be measured by:

- Increased percentage of staff have opportunities to develop leadership capacity beyond their own classroom responsibilities.

- Number of staff actively applying for promotion via the merit selection process.

**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 has determined targets for the school’s future development.

Members of the school’s self-evaluation committee included:

Megan White – Parent.
Carmen Sultana – P&C President.
Kathleen Williams – School Administrative Officer.
Dan Brigden – Teaching Staff.
Bruno Zuliani – Principal.