Llandilo Public School
Annual School Report 2014

2014
2413
School context statement

Our school's vision is to be a leader in the education of children. Our purpose is to prepare children for life-long learning in partnership with parents and the local community. This is achieved through developing academic, creative, personal, social and physical skills so as to help students achieve maximum potential as citizens in society. We believe there are five basic skills in which our students need to achieve high standards. These are literacy, numeracy, personal, physical and social skills, thinking and problem solving, as well as computer and technology. Our teaching and learning programs and our school’s resources are structured to provide an environment that is conducive to all students’ learning, achieving high standards in these five basic skills. Of special significance is the school’s work in developing student skills in thinking and problem solving, as staff and community have identified these skills as being essential for functioning in society. We are firm in our commitment to maximise 21st Century learning to assist students to develop the necessary skills to embrace life-long learning and access information for their personal interest and growth.

Principal’s message

Welcome to the Llandilo Public School Annual School Report for 2014. This report summarises our achievements for the year and communicates our future direction, our priorities and the focus of our learning for 2015.

Our students are educated in a caring, supportive school environment. We hold high expectations for student achievement and provide a wide variety of teaching and learning programs for our students. A happy, positive learning environment forms the basis of our school culture.

At Llandilo Public School we cater for individual needs and aim to educate children to their full potential in all areas of life. Quality educational opportunities identify and assist children with learning difficulties, as well as address the needs of our gifted and talented students. A variety of extra-curricular activities provide opportunities for children to develop a wide range of interests and skills.

The dedication, skill and professionalism of staff are highly valued aspects of our school. The school staff is well supported by an active and committed community that works closely with the school to further enrich school programs. We aim to work with our community to provide a supportive learning environment in which all members of the school community can grow and develop.

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.

Joan Smyth
Acting Principal

P & C Message

No school could accomplish what it sets out to achieve without the help of a lot of dedicated people, people whose contributions often go unnoticed and unacknowledged. Llandilo Public School’s P & C Committee are those people. They are the ones who organise the Mothers’ and Fathers’ Day Stalls, Disco, Family Fun Day, Banking, Canteen, Uniforms, Sausage Sizzle BBQs at either Athletics carnivals or school, as well as the Christmas Raffle. The P & C Committee continues to ensure that our school library receives a monthly donation of $100 towards new books. This year we enabled our 2014 Captains and Prefects to attend the Young Leaders Day in Sydney. Entry was paid for students who attended the Regional Swimming Carnival, Athletics Carnival and Cross Country Carnival. Llandilo Public School’s P & C committee has had a productive year with many challenges and obstacles to overcome. This year we were able to donate $20,000 towards 60 new iPads for Llandilo Public School students. With the collective effort of Acting Principal, Joan Smyth and the P & C Committee, we were able to improve Llandilo Public School’s technological resources. Llandilo Public School is growing and our school needs to keep up with the demands of our area. Llandilo Public School’s P & C Committee look forward to another successful and productive year in 2015.

Carmen Sultana
Vice President
SRC/School captains
It was a successful year for the SRC and everyone involved must be congratulated. The year started with classes electing their two SRC leaders. Once this was finalised, at the first meeting SRC members discussed their vision for the school, aims for the year, SRC events to be held and charities to be supported. Our first SRC event was ‘Pink Stumps Day’, which raised money for the McGrath Foundation. Students bought raffle tickets prior to the day and on the day itself, students brought in a gold coin and wore pink items of clothing. In total, Llandilo Public School raised $620 for the McGrath Foundation.

The next event the SRC decided upon was a school Walkathon to raise money to purchase iPads for the school. All students received a Walkathon sponsor booklet and were required to find sponsors. On the day students dressed up as their favourite superhero and walked laps of the school for one hour. In total the Walkathon raised over $10,000 and the school was able to buy many iPads, which students use on a daily basis.

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

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Student attendance profile

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<td>93.3</td>
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<td>94.1</td>
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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.

In 2014 Llandilo Public School had a full time non-teaching Principal, 3 Assistant Principals, 9 classroom teachers, a Reading Recovery teacher, a part time music teacher, 3 part time teachers who assist with learning and support, a teacher/librarian, an ESL teacher, a school counsellor, a general assistant and 4 administration and support staff.
Workforce composition

<table>
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<th>Position</th>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Part Time Teacher/Music</td>
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<tr>
<td>Learning and Support Teacher(s) P/T</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>1</td>
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<tr>
<td>School Counselor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>General Assistant</td>
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</tr>
<tr>
<td>Total</td>
<td>26</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One teacher and one member of the Learning Support Team employed at the school are of Aboriginal background.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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</table>

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. During these sessions, staff were involved in maintaining a variety of mandatory training including CPR and Child Protection training.

Teacher Professional Learning expenditure for 2014 was $14,107, with the majority being dedicated to career development and Quality Teaching. Staff attended in-services relating to use and familiarity with iPads and how best to incorporate new technologies into their everyday class routines. 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 Mathematics Syllabus which is due for implementation in 2015.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
</table>

### Income

- Balance brought forward: $230808.56
- Global funds: $184068.21
- Tied funds: $277914.71
- School & community sources: $116272.67
- Interest: $8802.95
- Trust receipts: $15384.40
- Canteen: $0.00

**Total income** = $833251.50

### Expenditure

- Teaching & learning: $36732.09
- Key learning areas: $48560.36
- Excursions: $14043.21
- Extracurricular dissections: $100
- Library: $2178.06
- Training & development: $1236.54
- Tied funds: $174271.24
- Casual relief teachers: $34964.07
- Administration & office: $39639.54
- School-operated canteen: $0.00
- Utilities: $45169.17
- Maintenance: $16057.88
- Trust accounts: $13419.25
- Capital programs: $62957.57

**Total expenditure** = $489228.98

**Balance carried forward** = $344022.52

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Creative and Practical Arts

Music

Recorder

14 students represented the school at the Festival of Instrumental Music at the Sydney Opera House in 2014. This involved rehearsals in Sydney and at school, as well as the children having to be responsible enough to practice at home. Students are already practicing for 40 minutes each week in readiness for next year’s performance. Miss Hogarth is also involved in teaching and supervising this group.
Percussion
Children performed at the Cranebrook Festival using a variety of percussion instruments. The children were involved in the creation and evolution of the performance piece. Children had to be committed to attending rehearsals in and out of school, practicing at home as well as attending performances on two evenings.

We also have the opportunity to perform at the Penrith Valley Performing Arts Festival; however, it is held only a week apart from the Cranebrook Festival and there are difficulties in preparing for and attending both festivals so we have not participated in this festival for the last couple of years. With a start on our percussion item having already been made in Term 4, 2014, we may be able to perform at both festivals in 2015.

Primary Proms
Miss Crammond is preparing a junior choir, whose members will be in years 3 and 4 in 2015, with the possibility of auditioning to participate in the Proms held at the Sydney Town Hall in 2015.

Ukulele
Playing the ukulele has not been a focus of the RFF program in 2014, although a small group of children do attend a ukulele group each week and this commenced in Term 4, 2014.

Keyboard/Xylophones
The school owns a number of simple wooden xylophones, which are used with junior classes. We also have three or four electronic keyboards, which students are encouraged to use.

Choir
This year’s choir students were also invited to be part of the percussion group. In the past, our school has sent choir students to Opera House events. Two choirs are being set up in readiness for 2015, a small senior choir working with Mrs Bell, and a junior choir working with Miss Crammond. Students may also be given a role in the percussion group, as happened in 2014.

Rehearsals have commenced for our traditional Christmas choir, which attracts many of our children from kindergarten upwards – we just await the usual invitation to participate in local carols events.

Dance
This year, students at Llandilo Public School were given the opportunity to be part of the Dance Group. The junior dance group consisted of 16 girls from years 1-3 and the senior dance group consisted of 14 girls from years 4-6. Both groups dedicated their time to learn and practice a routine. The routines were performed at the Cranebrook Performing Arts Festival, The Nepean/Blue Mountains Festival and Open Day. The girls enjoyed the experience and both groups should be commended for their consistent effort and dedication.

Sydney Dance Sport Championship
This was Llandilo’s first year competing in the Sydney Dance Sport Championship. The Sydney Dance Sport Championship is a Ballroom Dancing Competition between primary schools around Western Sydney. 24 students were selected from Stage 2 and Stage 3 and they learnt various dances including; Waltz, Cha Cha, Samba, Slow Rhythm, Australian Barn Dance and Gypsy Tap. The competition was held at Penrith Sports Stadium on Tuesday 18th November 2014. All students had an enjoyable day. Three couples made it to the semi-finals and one couple made it to the grand final. Congratulations to Marko and Alexis for coming 5th in Gypsy Tap.

Chess
Students participated in two chess tournaments in 2014. This involved in-school coaching and supervision, leading to travel to two separate venues (Penrith and Glenbrook) with the assistance of parents to transport the children.
Sport
Primary students in K to 6 participate in a school sports program. The summer competition runs in Terms 1 and 4, with the primary school sports program running concurrently with PSSA Sport on Fridays during Terms 2 and 3. Students participate in a variety of activities that cater for mixed abilities and fitness levels. During Term 1, students also participate in fundamental skills, which are aimed at building the students skill levels. Students are rewarded with weekly awards, as well as house points, for enthusiastic participation and good sportsmanship.

Students also participated in the Premier’s Sporting Challenge. The aim of this program is to encourage fun and fitness, and to develop a positive attitude towards sports. Money received from participating in this program is used to purchase new sporting equipment.

Once again, our swimming, cross country and athletics carnivals were great days for students, parents and school staff, with many parents participating as both supporters and competitors in our parent events. This year the K-2 students also participated in the Athletics and Cross Country events, with a modified version of the carnivals being held in conjunction with years 3-6. These very enjoyable days were well organised with high levels of student participation and community involvement.

Llandilo School was represented by 46 athletes at the Penrith PSSA Cross Country carnival and Nikolas competed as an AWD athlete in the (visual impairment) category at the Sydney West Region Cross Country Carnival.

Llandilo Public School, under the guidance of Mr Bourke, successfully coordinated the 2014 Penrith District Athletics Carnival, which was well-attended by Llandilo students. Our school was represented by 26 athletes at this District Athletics Carnival. Our Junior Girls relay team progressed to the Sydney West Regional Athletics Carnival. The Junior Girls relay team was Kaylie, Jacinta, Paige Manning and Isabella. Zoe progressed to the Sydney West Regional Athletics Carnival in the 100m and 200m events. Also, Nikolas qualified as an AWD athlete in the (visual impairment) category, for 100m, 200m and 800m.

Our school also nominated teams in the District Winter competitions of soccer, league and netball. We had a variety of teams attend knockout tournaments in rugby league, netball, soccer and basketball.

NSW Department of Education and Training School Swimming Scheme

The NSW Department of Education and Training School Swimming Scheme is an intensive ‘Learn to Swim’ program which develops water confidence and provides students with basic water safety and survival skills. The scheme is conducted over 10 days. Each lesson is 45 minutes long.

Students who have not reached a satisfactory standard of water safety and survival skills, and are unable to swim 25m confidently unaided in deep water, are eligible to participate in the School Swimming Scheme. The scheme focuses on weak swimmers in Years 2 to 6 as well as students with special needs such as new arrivals to Australia and students with disabilities.

In 2014, 60 students from year 2 to 6 participated in the NSW Department of Education and Training School Swimming Scheme at Penrith Ripples Centre. Students and teachers travelled to the centre by bus each day and completed water safety and swimming instruction in heated pools during the last two weeks of term 3. Students completing the 10 days were awarded certificates of swimming skill attainment.

PD Health
In Term 1, students from Kindergarten to Year 6 had the opportunity to attend the Life Education Centre at Colyton. The students enjoyed learning about healthy lifestyles and choices.
In Term 4, students from Years 3 to 6 took part in the CARES program. Students completed road safety lessons at school and consolidated their learning through a practical day spent at the centre in St Marys.

Mrs Sheens and Miss Crammond attended a K-6 Early Career Teacher Workshop on Road Safety Education. They participated in activities during the day to enhance their ability to teach Road Safety Education to their students. New road safety resources were ordered and delivered to the school.

The PD Health committee consisting of Mrs Sheens and Miss Crammond reviewed the existing scope and sequence for Personal Development, Health and Physical Education to ensure that all stage content is covered over a two year period.

As from 2015, the committee has organized a gymnastics program (odd years) and an athletics program. The aim of the athletics program is to develop students’ skills, resulting in better performances and improved outcomes for our K-6 students at the athletics carnivals.

Premier’s Spelling Bee
Stage 2 and Stage 3 students were all given the chance to compete in the Premier’s Spelling Bee competition this year. In the beginning, class competitions were held, with the final two students progressing to the Stage final. The Stage 2 finalists were Beau and Holly, and the Stage 3 finalists were Bobo and Riley. These students then progressed to the Regional Final.

Premier’s Reading Challenge
The Premier’s Reading Challenge aims to encourage a love of reading for leisure and pleasure in students, and to enable them to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely. The Premier's Reading Challenge (PRC) is available for all NSW students in Kindergarten-Year 9, in government, independent, catholic and home schools. At Llandilo a further competition is held to encourage participation and wide reading by all students.

Children’s Book Council of Australia Book Week
Each year, schools and public libraries across Australia spend a week celebrating books and Australian authors and illustrators. The teacher librarian develops activities, offers competitions and tells stories relating to the theme of the year to highlight the importance of reading. Often at this time the school enlists the assistance of ‘Perform’, a musical company, to share the joy of these CBCA award winners with the students. Furthermore students are encouraged to participate in a book parade, an opportunity to share their favourite book character with other students as they dress up for the day.

Public Speaking
In September 2014, Stages 2 and 3 held a school Public Speaking competition. One winner from each year was chosen to compete in the Penrith Valley Primary School Public Speaking Competition. Rosabelle, Daniel and Amber’s speeches were very well received and Kayla came first in the Year 3 category. She went on to represent her school’s cluster in the Penrith Valley Primary School Public Speaking Competition Final.

Scholastic Book Fair
This is a lively and fun event held in the school library that enables children, parents, teachers and community members to purchase quality books and classroom materials at reasonable prices, while earning free books for the school. At Llandilo PS the book fair is held twice a year, in Terms 1 and 3. The aim of these book fairs is not
only to equip the library with current literature for students to borrow, but to also encourage a joy of reading and interaction with print materials.

**Gifted and Talented program**

The New South Wales Government aims to identify gifted and talented students and to maximise their learning outcomes in all public schools. Giftedness refers to potential distinctly beyond the average for the student’s age and encompasses a broad range of abilities in the intellectual, creative, socio-emotional and physical domains. Talent denotes achievement distinctly beyond the average for a student’s age as a result of application to training and practice.

At Llandilo PS Gifted and Talented students are identified through the Learning Support Team. In 2014 five students were identified and participated in the Gifted and Talented Program. During semester one, students engaged in a unit of study that examined needs. At the conclusion of the unit, the group was set a task of designing their own individual island. In addition, students were asked to conduct a 2 minute presentation of their island and its specific features.

Throughout semester two the gifted and talented group have been involved in individual research assignments about critically endangered species. At the conclusion of this unit they will present their assignments using a power point presentation.

**Best Start/PLAN**

During the first three school days of 2014, all Kindergarten students were assessed using the BEST Start assessment. A total of 51 students were assessed. K-2 staff have continued to update the students’ PLAN data each term.

The collection of this data was essential for classroom teachers to monitor student progress and set future learning goals for individual students. It assisted teachers with the forming of student groups according to their needs.

K-2 staff members used the literacy and numeracy continuum to develop consistent teacher judgment when assessing and grading student achievement levels. The literacy continuum was used as a basis for the development of a rubric for the grading of writing samples. It included criteria for all aspects of writing, including structure, spelling, grammar, concepts about print, editing and handwriting. This formed the foundation for staff discussions surrounding consistent grading of student achievements.

Years 3-5 teachers completed in-school training and development surrounding the Literacy and Numeracy Continuums. During Term 4, staff uploaded student data onto the PLAN database. In 2015, teachers working with students from years 3-6 will be required to update the PLAN database each term.

**Positive Behaviour for Learning (PBL)**

‘Respect, Responsibility and Personal Best’

The Positive Behaviour for Learning program at Llandilo Public School promotes positive, proactive behaviours to support student learning in the school-wide setting. We have incorporated the core values into our Student Welfare and Discipline Policy, as well as the School’s Playground Code of Conduct.

In 2014 we have continued to consolidate in this area by:

- Forming an active PBL Committee, this is comprised of classroom teachers, Assistant Principals and the Principal. All parties play an important part in maintaining the well-being of all students.
- Incorporating the core values and core rules into our Student Welfare and Discipline Policy.
- Continuing to implement weekly lessons that focus on our values.
- Demonstrating to students the importance of showing respect for themselves and for others, as well as taking responsibility for their own actions.
- Recognising outstanding and/or improved behaviour as an important part of the school culture.
- Rewarding students for their positive classroom and playground behaviour,
through class awards, Assistant Principal awards, Principal awards, Principal banners, Dragon Pins, as well as ‘Student of the Month’.

- Providing ongoing staff professional learning in relation to the implementation of the ‘Positive Behaviour for Learning’ program.

The committee support ongoing evaluation of the PBL program and will develop new procedures that reflect current school culture.

PELL/Kindergarten Orientation

Transition to Kindergarten 2014-15 (including Pre-school Early Learning at Llandilo – PELL)

Once again, the Kindergarten Orientation and Transition to School program offered to parents and students was a great success. Attendance was high and evaluations were overwhelmingly positive.

To supplement this program, we offered a ten week Pre-school Early Learning at Llandilo (PELL) program. This program aimed to provide students (in particular, those from low socio-economic backgrounds) with the opportunity to experience pre-school activities and familiarise themselves to the school and school routines, prior to beginning Kindergarten.

During the transition visits, the children were exposed to a variety of early learning activities. They were provided with the opportunity to participate in developmental play activities to support their social skills development and assist them to form relationships with their peers.

During the parent workshops, parents were provided with the opportunity to learn about ways in which they can help to support their child when beginning school. They were given resources and activity ideas to assist with this. Throughout the ten weeks, students became more comfortable in the school setting and were able to familiarise themselves with school routines and staff members. There was a noticeable difference in the students’ confidence levels as they became accustomed to school life.

Academic achievements

NAPLAN

In the National Assessment Program, the results relating to Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

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

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

Significant programs and initiatives – Policy and equity funding

Aboriginal Education

Llandilo Public School promotes Aboriginal culture and reconciliation through Aboriginal perspectives, integrated across all Key Learning Areas in the school curriculum. This was demonstrated by:

- Connecting with the Darug people by delivering the ‘Welcome to Country’ at all major assemblies.
- Flying the Aboriginal flag every day.
- Raising the awareness of policy requirements for all staff through professional development.
- Increasing the participation of Aboriginal students and raising the expectations of staff, students and parents/caregivers for Aboriginal students through the development of individual learning plans in order to improve educational outcomes
- Effectively utilising school financial resources to employ school learning support officers.
- Developing quality teaching and learning activities which focus on Aboriginal Education to be taught throughout the K-6 class programs. This enables students to investigate the development of Australian culture and appreciate the unique role Aboriginal people have played in shaping Australia’s identity.
Participating in external activities such as the Koori Education Carnival at UWS, Maths Deadlys with Cranebrook High School and Year 6 to Year 7 transition program.

Multicultural education and anti-racism
Llandilo Public School is committed to providing opportunities that allow all students to develop an understanding of cultural, linguistic and religious differences. Throughout 2014, learning outcomes and cultural understandings were enhanced through:

- Multicultural perspectives embedded in the curriculum
- Harmony Day celebrations
- Students studying a variety of cultures in HSIE

Socio-economic background
Key factors in students’ family backgrounds (parents’ occupation, school education and non-school education) have an influence on students’ educational outcomes at school. In addition to these student-level factors, research has shown that school-level factors (a school’s geographical location and the proportion of Indigenous students a school caters for) need to be considered when summarising educational advantage or disadvantage at the school level.

English language proficiency
Our Learning Support Team assists with the identification of students who have a language background other than English. This includes parents or carers who speak a language other than English at home.

Learning and Support
At Llandilo Public School our Learning Support Team assists with the identification of additional learning and support needs to ensure that the educational needs of each child are met.

Students in regular classes who experience difficulties in basic areas of learning and behaviour, regardless of the cause are supported through available Learning and Support resources. Students do not need a formal disability diagnosis to access support through these resources. It includes support for students with significant learning difficulties, mild intellectual disability, language disorder or delay and behaviour needs. Students with autism spectrum disorders or mental health disorders who have lower level needs are also supported through these school based resources.

School planning and evaluation 2012—2014

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

- Data collection
- Observations
- Surveys

School planning 2012-2014:

Leadership and Management

Outcomes from 2012–2014

- Innovative implementation of professional learning programs for executive staff and aspiring leaders enhancing skills and experiences.
- Improved access to learning programs improving quality teaching, leadership and management.
- Identification and sharing of practices that effectively engage parents and the wider community.
- Increased access to leadership tools and resources.
- Consolidation and development of partnerships to enhance quality of teaching,

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learning and research based practice for the 21st century.

School priority 2
Curriculum and Assessment
Outcomes from 2012–2014
• Strengthened teacher capacity facilitating implementation of new syllabus.
• Increased access to professional learning assisting staff to better cater for learner diversity.
• Sharing of evidence based practice in assessment and feedback, to improve learning outcomes.
• Improved integration of technology in teaching and learning.
• Increased involvement of all staff in giving direction to the school’s Management Plan.

School priority 3
Student Engagement and Attainment
Outcomes from 2012–2014
• Increased sharing and implementation of innovative approaches in the
• Provision of differentiated curriculum for students.
• Expansion of PBL program enhancing student welfare, students’ connectedness to the school and their general wellbeing.
• Increased access to registered learning programs by staff, improving quality teaching.
• Positively engaged students, through provision of increased leadership opportunities.
• Improved support for student learning by further engaging parental support.

School priority 4a
Literacy
Outcomes from 2012–2014
• Increased levels of literacy achievement for every student.
• Refining diagnostic assessment of literacy learning K-2. (Best Start)
• Improved measurement of student progress in literacy learning.
• Improved spelling and writing results as measured by NAPLAN.
• Diminished gap in literacy achievement between Aboriginal students and all students.

School priority 4b
Numeracy
Outcomes from 2012–2014
• Increased levels of numeracy achievement for every student.
• Improved diagnostic assessment of numeracy learning K-2.
• Improved measurement of student progress in numeracy learning K-6.
• Increased parental involvement with student learning.

School Priority 5
Aboriginal Education
Outcomes from 2012–2014
• Aboriginal student outcomes match or better outcomes of the broader student population.
• Teaching and learning strategies strengthened through implementation of evidence based programs.
• Increased Aboriginal community engagement in teaching and learning through collaborative decision making.
• Effective models of practice are supported encouraging high expectations,
consistent attendance and leadership pathways for Aboriginal students.

School evaluation in relation to parent/caregiver, student, and teacher satisfaction

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school sought the opinions of parents, students and teachers in relation to many aspects of school life. Two focus areas included Homework and Creative and Practical Arts. The responses are presented below.

Survey – Homework

Background

Each classroom teacher generally sets homework each night from Monday – Thursday in line with the school and departmental homework policies. Homework is expected to be handed in on a Friday and marked. Every student is expected to engage in home reading, in addition to other activities set by the classroom teacher.

Findings and Conclusions

All staff and students completed this survey, together with 16 enrolled families.

All staff felt that homework is very important, providing it is age appropriate and consolidates the learning taught each week in the classroom. All class teachers set, check, mark and modify homework accordingly.

In regard to the students, most believe that homework is moderately to very important. Very few students requested no homework. Some students commented that homework improves their learning, helps them to get a good job and makes them smarter. Others liked the idea that teachers set homework for the benefit of the students. Some students found homework boring and felt that they do enough work at school. Some requested more, others enjoyed fun assignments and some said they were too tired to work at home.

In regard to the families that responded, most felt that homework was moderately to very important with few requesting no homework. Most parents felt that their child/children still had time to do other activities. Others felt that the amount of homework should depend on the age and ability of the student/s.

Future Direction

Overall, it was felt that homework is beneficial to students as it helps to build the foundations of discipline in regard to work habits and routine. Some parents also felt that homework teaches students to fulfil their responsibilities and meet deadlines. Homework also gives parents a further opportunity to find out what their child is learning in the classroom.

Therefore, homework will continue to be set on a regular basis in line with school and departmental policies and a copy of the school policy is include in the school’s Student Welfare Policy, which is displayed on the school website.

Creative and Practical Arts (CAPA) Survey

Background

Creative and Practical Arts consists of elements of art/craft, drama, dance and music. At our school art/craft lessons are taught in the classroom, dance lessons are incorporated in our PDHPE program and music lessons are taught by a specialist music teacher.

Findings and Conclusions

All staff and students completed this survey, together with 16 enrolled families.

All staff agreed that CAPA is an important learning area that can often be integrated into other KLAs. In regard to art/craft, all staff felt they had adequate resources to teach quality lessons in accordance with BOS syllabus requirements. All staff felt that dance and music activities are extremely valuable.

All students believed that CAPA is an important learning area. Most students felt that the school does enough CAPA activities, although some students requested more art/craft and drama activities.

In regard to the families that completed the survey, all respondents felt that CAPA is an important learning area and most respondents felt that the school does enough to accommodate CAPA activities. Some families commented that too many CAPA activities take place, which hinders the teaching and learning in the classroom.
Future Direction

Overall, it was felt that CAPA activities are extremely enjoyable and valuable as they allow students to grow in confidence, improve their social skills, and develop a wide range of skills, interests and talents. The students commented that CAPA activities are fun and allow them to express their feelings, emotions, personality and creativity. CAPA activities will continue to be integrated into the curriculum at every opportunity, in line with BOS requirements.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2, 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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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Katrina Foley – Assistant Principal
Christine Hoffmann – Assistant Principal
Kathleen Williams – Senior Admin Manager
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: