School context statement

Londonderry Public School is a P4 school located in a semi-rural setting in Western Sydney. The school has very strong ties to the local community and has an active P&C Association that are involved in a wide range of activities to support and enhance the school culture. Londonderry Public School is part of the Penrith Valley Principal’s Network and has close ties to other schools in the Hawkesbury region being involved in Hawkesbury PSSA and having an active part in the educational and creative experiences being offered by schools in the local region.

There is a strong focus on the use of technology. Every classroom has interactive whiteboards and wireless access as well as a dedicated computer lab, two connected classrooms, 15 portable ThinkPads and 20 iPads for specialist learning.

At Londonderry PS the staff are very experienced and bring a diverse range of skills to the school to implement quality teaching and learning programs. The staff are committed to improving student outcomes in Literacy and Numeracy. Londonderry PS provides a range of programs, both multimodal and current best practice to support Literacy and Numeracy learning for students K-6.

Student welfare programs are consistent, fair and innovative with an emphasis on developing student leadership and peer support. Strong transitional, enrichment and support programs cater for a diversity of learning ability and styles.

As a member of the Richmond Learning Community, Londonderry PS has a strong partnership with local primary schools and Richmond High School in developing Yr 6-7 Transition programs.

Principal’s Message


Through strong leadership, innovation and a strong focus on extra curricula and enrichment activities, Londonderry Public School is well placed to enable students to reach their full potential and embrace lifelong learning. The academic performance of students from Londonderry Public School has continued to be impressive. In 2014, students continued to demonstrate excellent growth and development in their Literacy and Numeracy skills. This is evidenced by our 2014 NAPLAN results and the performance of students K-6 in school assessment tasks. The success of our students is due to the talented and committed school staff at Londonderry PS and the support of parents and carers. Students deserve to be congratulated for their excellent work ethic and families deserve to be acknowledged for instilling within their children a desire and commitment to learn.

I would like to thank the staff, students, parents and school community for their hard work and ongoing commitment to ensuring Londonderry PS is an excellent place for the education of our children and their development as 21st Century learners.

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.

Ms Christine Burke

Londonderry PS P&C Message

Many thanks to the P&C Committee who have done an amazing job this year at Londonderry Public School. Thank you to the members on the executive who have done their best this year learning so much in their new roles. I’ve really enjoyed working with everyone this year to help support our school. To the members of the P&C, and to all the parents and relatives of students of the school, many thanks for your hard work over the past 12 months. All of your hard work is greatly appreciated.

You’ve helped raise funds via Cake & Lolly stalls, NAIDOC Day BBQ, Easter Raffles, Mother’s Day Stall, Discos, Father’s Day Stall, Walkathon, Christmas Raffle, Carols BBQ and Glow Sticks and let’s not forget the HUGE CARNIVALE!

This year the school hosted the first Soccer Gala Day coupled with the P&C running the canteen and BBQ it was the perfect day.
Funds that have contributed towards many things for the students and community of Londonderry Public School including books for Book Week, subsidizing student excursions and courses and the much needed canteen renovations.

We are most grateful to have a functioning canteen that is open every day at our school. Great thanks go to Leanne and her wonderful team for their support and hard work in keeping the canteen open and providing such a variety of wonderful fresh food for us all.

It has been amazing getting to know more of the families and staff at the school throughout this year. The P&C are looking forward to what 2015 will bring and continuing to support our wonderful school to help it grow with its students, staff and community.

Mrs Susan Mork P&C president

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

In 2014 there were 184 students enrolled at Londonderry PS at census date. Of these 99 were male students and 85 were female. School enrolments reached 187 students at the end of 2014 school year.

Student attendance profile

In 2014 there was a slight increase in the school attendance to 94.2 % which is slightly below NSW DEC average (94.8%). Current procedures at Londonderry PS have been successful in increasing attendance rates.

Management of non-attendance

Londonderry Public School has an attendance policy that is strictly observed by the staff. Rolls are marked and recorded on Sentral every morning from 9:00 – 9:15am. Late arrivals have to report to the classroom teacher and a partial absence is recorded.

Monitoring takes place to ensure there are no erratic attendances or unjustified absences. In these cases parents are contacted to resolve any issues. All reasonable measures are taken in the short term including mentoring, counselling, mediation, home contact, Learning Support Team (LST) and investigations into peer relationships.

If these do not succeed in the short term then an Attendance Improvement Plan will be implemented. Student non-attendance is managed through the Learning Support Team in conjunction with the Principal and Home School Liaison Officer.
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, Ms Christine Burke was appointed the new principal at Londonderry PS. One Assistant Principal position was held by a permanent member of staff whilst one Assistant principal held the position in a relieving capacity.

Of the 8 classroom positions 4 positions are held by permanent staff members and 4 by temporary staff.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Primary Priority School Funding</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.336</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.3</td>
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<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.022</td>
</tr>
<tr>
<td>Total</td>
<td>13.573</td>
</tr>
</tbody>
</table>

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

At Londonderry PS, there is one staff member who is Aboriginal.

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>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
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</table>

Professional learning and teacher accreditation

In 2014, the staff at Londonderry PS participated in a wide range of professional development activities. $9791 was spent on staff professional learning in 2014. This equates to $612 per staff member. Professional learning was undertaken in the following areas:

- LaST Network Meetings
- Reading Recovery professional development
- Implementation of NSW Syllabus for the Australian Curriculum – English, Mathematics, Science
- Mandatory staff training in CPR, emergency care and anaphylaxis management and Asthma training; Child protection and DEC Code of Conduct
- SMART data and PLAN data analysis
- Understanding the new school planning process for 2015-17
- Positive Behaviour for Learning implementation
- Core financial literacy
- WHS induction training
- Teacher librarian professional learning
- Introduction to the National Teaching Standards
- Penrith Valley Principal Network Meetings
- Blue Mountains Executive Network and Primary Executive Network meetings
- Disability Standards for Education DEC NSW
- Sentral webinars
- Reading Eggs and Mathletics
- Rip It Up Reading program
- Introduction to the School Excellence Framework

There were no teachers at Londonderry PS working towards accreditation in 2014.

Beginning Teachers

There were no beginning teachers employed at Londonderry PS in 2014.
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>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>74264.93</td>
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<tr>
<td>Global funds</td>
<td>128083.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>167823.26</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>58451.41</td>
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<tr>
<td>Interest</td>
<td>3135.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>26559.10</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>458316.88</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
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<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
<td>0.00</td>
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<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
<td>139587.42</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>28810.46</td>
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<tr>
<td>Maintenance</td>
<td>9528.35</td>
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<tr>
<td>Trust accounts</td>
<td>15253.41</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>330210.46</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>128106.42</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 achievements

Arts

Londonderry PS offers many opportunities for students to participate and perform in creative and performing arts.

Foot Steps continued to be the focus of our school dance program in 2014. The skilled and talented instructors taught our students a wide range of popular dance moves to improve their coordination and rhythm, as well as their general fitness.

In October, Londonderry Public School students participated in the Hawkesbury Music Festival combined choir under the tutelage of Mr Brew. The choir also performed at school assemblies and the local Robert Martin Hall for local senior citizens as part of their Christmas celebrations.

The school dance troupe under the guidance of Mrs Apap, Lily and Lili, performed at various school events and assemblies. Along with the school choir, they were invited to perform at Robert Martin Hall for local senior citizens and at school community events such as Carnivale and Christmas carols.

Skilled instructors from the Cool Kids Music Company provided lessons in keyboard, drum and guitar for students K-6.

Sport

In 2014, students at Londonderry Public School had many opportunities to participate in sport and develop their sporting skills and fitness. Like previous years, we held Swimming, Cross Country and Athletics Carnivals. We had students go on to compete at district, regional and state level. This
year, a number of Gala Days were offered to our students in a range of sports including Netball, Rugby League and Soccer. Students represented their school with great sportsmanship and this year there were a number of fine individual and team performances. Some of the achievements included; Stage 2 Royce Simmons Shield winner, Stage 2 Hawkesbury Cup winner, Panther Trophy runner-up, Netball gala day winners and Soccer gala day winners.

Throughout the year many students participated in the Active After School & Communities program. This was a free program offered to all students from K-6. The program aims to improve student well-being and fitness levels. The program allowed students to participate in a range of sports not usually offered in a school setting including BMX, Ultimate Frisbee and Oz-Tag. Parents and community members of Londonderry Public School have assisted greatly with the organisation and running of carnivals as well as with the training and transport of students. Sporting carnivals and gala days certainly cannot take place without the assistance of you. The sports champion awards take into consideration the performance of students across all three school carnivals, in addition to their performance at representative level.

Public Speaking

In 2014, students at Londonderry Public School were exposed to a school wide Public Speaking competition. The competition aims to improve student talking and listening skills from Kindergarten through to Year 6. This year Londonderry Public School had high achievements at the Hawkesbury District Public Speaking Competition. Congratulations to Penny Graham, who was this year’s Hawkesbury District Stage 2 winner. Nathan Borg is to be commended on his efforts finishing second in the Stage 3 side of the competition. Londonderry Public School also competes in the Richmond Rotary Club Public Speaking Competition. Our students performed very well with Nathan Borg winning the competition.

Active After School Community Program

Londonderry PS participated in the Active After School Program (AASC), which is a federal government initiative. This program is very popular with the students and school community.

The AASC took place two afternoons a week from 3:15 to 4pm and involved students from K-6. Students were able to develop their skills in a range of different sports and learn about team work and healthy lifestyle. The AASC funds allowed Londonderry PS to pay for teacher supervision, provide a healthy afternoon tea for each student involved and for the purchase of equipment to support sports and PDHPE programs at the school.

Debating

Londonderry PS was actively involved in the Premier’s Debating Challenge in 2014. The school team participated in a series of debates against other local primary schools. Under the tutelage and guidance of Ms Finlayson and Mr Brew our school team initially developed their skills at Debating Camp in Term 1 and went on to achieve great success in the Primary Schools competition.
School Excursions

In 2014 students from Londonderry Public School attended a variety of excursions and in school learning experiences. The purpose of school excursions is support learning experiences being undertaken in the classroom by enriching through experiencing real-life situations. The students participated in the following excursions and incursions:

- Easter Hat Parade
- Book Week Parade
- ANZAC Day and Remembrance Day
- K-2 Planetarium Visit
- Debating Camp
- Halogen Young Leaders Conference
- Stage 2 Zoo Snooze Camp
- Stage 3 Gold Rush Camp
- Snake Tails
- Penrith City Council Waste Watchers
- Easter visit to Hawkesbury Hospital
- Responsible Pet Ownership program
- The Bee Man

Taronga Zoo

In 2014, Stage 2 students from Londonderry Public School participated in our biannual excursion, Zoo Snooze. Students explored The Rocks in Sydney before catching the ferry across Sydney Harbour to Taronga Zoo. Students were given the opportunity to explore the Zoo both during the day and at night. Students engaged with the Zoo Keepers and discovered what life is like to be an employee at Taronga Zoo. All students had a wonderful time during their Zoo Snooze experience.

Carnivale

In 2014, Londonderry PS celebrated its 80th Anniversary with a Carnivale in Term 3. The event was held on school grounds with festivities starting at 2pm. Members of the Londonderry Public School community, including past students, staff and families were invited to attend and help celebrate this occasion. Highlights of the carnival were the children’s Art Show, cupcake decorating, outdoor cinema, rides, chocolate wheel, dance and choir displays and a variety of food and goods stalls.

The Carnivale was very well attended by members of the school and local community.

Nearly $10 000 was raised for Londonderry PS to upgrade our sandpit area and air conditioners in some of the classrooms. Many positive and glowing comments were received on the success of this event.

A special thank you to the Carnivale committee – especially Miss Finlayson, Mrs Apap, Mrs Mork and the P&C. These people worked very hard to organise our Carnivale and to support the whole school staff, mums, dads and family members who contributed to the organisation and running of Carnivale. We could not have achieved such a fabulous event with you!

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Aboriginal education is a priority at Londonderry PS and approximately 7% of students identify as being Aboriginal or Torres Strait Islander. Aboriginal students have Personal learning Plans and are provided with additional support in line with their individual learning needs.

In 2014, approximately 7% of students at Londonderry PS identified as being Aboriginal or Torres Strait Islander.

The school staff is committed to developing and implementing teaching and learning programs that have Aboriginal perspectives embedded within them. Teaching and learning programs are designed to educate all students and the school community about Aboriginal histories, culture and current Aboriginal Australia.

The Acknowledgement of Country is an integral part of school assemblies, ceremonies and formal functions.

Londonderry PS proudly held a NAIDOC Celebration Day in Term 3. Students, staff and families participated in a wide range of
experiences to celebrate and acknowledge the tradition and culture of Aboriginal people.

Staff at Londonderry PS play an active role in the local AECG and the school played host to AECG meetings throughout 2014.

Aboriginal students are supported in their learning through the use development of individual learning plans. These plans are developed and negotiated with the student and family/carer where possible. Regular review of the learning plans ensure that learning adjustments are made in a timely manner and targets and learning goals are concomitant with the achievements of the individual student and their appropriate learning levels.

Multicultural education and anti-racism

In 2014, approximately 8% of students at Londonderry PS had a language background other than English. Maltese is the predominant group of non-English speaking background at our school. Londonderry PS did not receive a staffing entitlement for ESL in 2014. A small amount of funding was provided by the DEC to support NESB students.

The teaching and learning programs implemented in the Key Learning Areas include perspectives on intercultural understanding and respect for people from culturally diverse backgrounds. The school has an antiracism officer who is nominated and voted for by the staff members.

The staff and students at Londonderry PS celebrated Harmony Day in 2014 and chose a ‘superhero’ theme to celebrate the day.

Communication of important events and information is via the school newsletter, website, notes and general announcements. Parents and community members have access to the NSW DEC interpreter service if they require translation of information or assistance during interviews and meetings.

Aboriginal background

In 2014, Londonderry PS received $4 275 (as part of the RAM) to fund Aboriginal education and support for Aboriginal students. These funds were spent on the employment of an SLSO to work with the classroom teacher to support the implementation of individual learning plans in the classroom.

Socio-economic background

In 2014, Londonderry PS received $25 513 (as part of the RAM) to support teaching and learning. These funds were used to employ additional teaching staff and an SLSO to support children with additional needs and learning adjustments.

This additional RAM funding enabled the school staff to raise the expectations of the school community and to strengthen partnerships through staff professional learning of 21st century pedagogy in literacy and numeracy and the implementation of PBL and streamlined student welfare practices in line with LPSR and whole school programs.

Teachers were able to participate in a range of professional learning experiences to improve their skills in delivering quality teaching and learning programs and catering for the individual needs of students. Welfare and behavioural data collected in 2014 has shown a reduction in the number of incidents in the classroom and playground, compared to previous years and improved overall school attendance. An increase in the expectations for student achievement is also evident in the marked improvement in the NAPLAN scores for growth in Reading and Numeracy for the Year 5 students (2012-14). These results are indicative of an evolving school culture of tolerance, high expectations and quality teaching and learning.

National Partnerships

For the first 6 months of 2014, Londonderry PS continued to participate in the Federal
governments’ Improving Literacy and Numeracy National Partnership (ILNNP).

In 2014, the school received $9,340 under ILNNP funding. This money was used to support additional professional learning for teachers and to employ an SLSO to assist in the implementation of learning adjustments and literacy and numeracy teaching and learning programs in the classroom.

Learning and Support

The school received $14,534.00 of government funding to assist students with learning needs. This funding was used primarily to employ School Learning Support Officers (SLSOs) who worked with targeted students to support and develop their academic, physical, social and emotional needs.

Additional funding of $4,747.75 was granted to provide SLSO in-class support for a student with high needs.

The 2014 allocation for the Learning and Support Teacher (LaST) was 4 days per week. The LaST worked collaboratively with classroom teachers and the SLSOs to provide assistance to students across all stages to access the curriculum. In line with current research, early intervention is a focus for our school consequently our LaST gave ongoing additional support to K-2 classes throughout the year. This targeted both Literacy and Numeracy. The Learning Support Team (LST), which included the Principal, Assistant Principals (one of whom was the LaST), and the School Counsellor, met fortnightly to monitor students’ progress and arrange further support where appropriate. Targeted students received additional one-on-one assistance to further improve their Literacy skills. Across the school over 80 students benefitted from the support of the LaST as a result of whole class support, collaborative support with classroom teachers and individual support.

Other significant initiatives

Reading Recovery Program

At Londonderry PS we utilise the internationally recognised Reading Recovery program. Reading Recovery is an early intervention program which is designed for students in Year One. This program is a specifically structured reading and writing program which is designed to give students at risk of falling behind in their learning the opportunity to be actively engaged in their literacy learning.

There are six key stages to each lesson that provide support and independently guide each student in both reading and writing. Those students who have been involved in the program are monitored each semester in Years Two and Three to ensure that they continue to make positive progress or receive further support if required.

In 2014, excellent results were achieved by students in the Reading Recovery Program with 10 students (commencing at levels 2-6) successfully discontinuing their lesson series, while 2 students were referred for long term support.

Computer Education and Technology

At Londonderry PS the integration of technology into the school curriculum and the development of student skills is an ongoing process. Explicit lessons were given to all classes by a specialist teacher, integrating the Key Learning Areas (KLAs). The computer laboratory was also available to class teachers who utilised it at least once a week with their class. Teachers incorporated lessons into their programs which integrated Information and Communication Technology into Numeracy, Literacy, Science, HSIE, Creative Arts and PDHPE. Teachers also utilised programs such as Microsoft Office, Smart Notebook, Sentral and PLAN to support programming, record keeping, data analysis and reporting. Staff continued to share resources through our school server and use the email service to communicate.
The Computer Coordinator was also employed to deal with ongoing technology matters, management of resources and the inservicing and support of staff.

The Computer Lab consists of 28 desktop computers, 1 laptop, and a new projector and whiteboard screen installed this year. Early Stage One to Stage Two classrooms have three networked computers and the Stage 3 classrooms have four for the children to access. All classes consist of a computer which is used together with the Interactive Smart Boards for teaching. We have a portable trolley consisting of 15 Thinkpads which are available for teachers to use with their students in their classroom.

Londonderry PS has two Connected Classrooms installed to enable Video Conferencing. Three printers are available on the network for all computers to access.

The Secure Internet Browsing & Email Service is available to all students who have permission to access this important resource. Mathletics has continued to be an interactive program that supports our Mathematics Syllabus. Reading Eggs and Spelling City have also been provided to engage children and support learning. These are accessed by the children through the internet, both at school and at home.

The school has installed 5 Wi-Fi access points within the school. In 2015, we plan to increase this number to provide more efficient Wi-Fi access throughout the school. This being an important resource used with the growing number of iPads used for learning within our classrooms. At present we have 20 iPads and two Kensington cabinets to sync and charge the iPads. We are continually evaluating and investing in apps to help consolidate and engage children’s learning. The school has also bought headphones for each iPad and computer within the school.

Sentral is a software program invested in by the school to support our collection of Welfare data, Learning data, School Reports and Attendance.

The School Website continues to provide parents and the community with relevant information about our school. Enews allows parents to subscribe in order to receive both newsletters and grade letters as email attachments, as well as access them on their phones and iPads, through the app.

In 2014, students at Londonderry PS participated in the UNSW ICAS Computer Skills Competitions. Their results included 2 Distinction, 2 Credit and 2 Participation certificates.

Student Welfare Programs and Positive Behaviour For Learning (PBL)

Student welfare is a priority at Londonderry Public School. The development of resilience, self esteem, independence and strong interpersonal and communication skills is integrated into all school programs.

Londonderry maintains a whole school positive approach to discipline and student well-being. As a result, Londonderry continues to provide a safe and supportive learning environment based on the PBL values.

Our core rules of Learning and Participating Safely and Respectfully continued to be clearly defined through the use of visuals and explicit teaching.

This year saw the introduction of a Focus Value of the Week and a focus on NSW Public Schools Values during LPSR Time. Parents and the school community were also provided with the focus Value of the Week to promote and encourage positive home-school partnerships and to develop common language across our school community. Learning and Participating Safely and Respectfully (LPSR Time) also allowed opportunities for whole school expectations to be taught. Students were explicitly taught expected playground and classroom expected behaviours.

This year, students across the school participated in our Anti-Bullying program, learning how to identify bullying, the implications of bullying and
strategies they can employ. Londonderry promoted our ongoing stand against bullying by holding a National Day of Action Against Bullying day. Students also learnt about cyber-safety and how to keep themselves and their personal information safe when using the Internet. The Peer Support program was taught to students in Term 2 and Term 3 with all students learning and participating in lessons delivered by the senior students of Londonderry. Peer Support promotes leadership skills, social skills and encourages resilience.

Our PBL team has continued to meet regularly to develop and implement systems that support student well-being and to make data driven modifications to improve overall student responsibility and academic achievement.

Programs such as Drug Education, Child Protection, Resilience and Road, Bike and Sun Safety were taught in all classrooms. Interrelate (Human Sexuality program) was implemented in Years 5 and 6. All classes participated in Fundamental Movement Skills to further develop fitness levels of students. The promotion of healthy eating, fitness and healthy lifestyles is a strong focus.

The Learning Support Team met fortnightly to monitor the progress of students identified with specific learning or personal needs. This team works collaboratively with the school counsellor, parents and other professionals to determine the programs required to support these students.

National School Chaplaincy Program

In 2014, Londonderry PS received funding as part of the National School Chaplaincy and Welfare Programs. These funds were administered through HCCT and enabled Mr Glen Clark to be employed as our school chaplain for one day a week.

This program has proven most valuable to our school community. Glen has been able to support welfare programs at the school including PBL, peer support, assist with sports carnivals, school camps, excursions, celebration days and also provide support to individuals.

This program has enabled ties to the local community to be strengthened and reaffirmed. There has been an overwhelming positive response by staff, students and families for the Chaplaincy program at Londonderry PS and Glen is viewed as a valuable member of the school community.

School planning and evaluation 2012—2014

School evaluation processes

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

• Parent, staff and student feedback of priority areas.
• Analysis of SMART Data and school assessment data.
• Staff Professional learning around targeted areas in School Plan.
• TARS and EARS processes to evaluate the effective implementation of teaching and learning programs and to determine professional goals and career pathways for staff.

School planning 2012-2014:

School priority 1

Improved Student Outcomes in Literacy

Outcomes from 2012–2014

To analyse student need and provide systematic, explicit and differentiated teaching and learning programs for all students.

Evidence of achievement of outcomes in 2014:

• 2014 NAPLAN results demonstrated an increased percentage of Year 3 students performing at proficiency level (band 5 & 6) in Reading, Spelling, Grammar and Punctuation.
• 2014 NAPLAN results demonstrated an increased percentage of Year 5 students performing at proficiency level in Reading.

• 2014 NAPLAN results demonstrated the average progress (2012-14) in Reading, Spelling and Writing for Year 5 students was higher than State average.

• Whole school implementation of DEC Literacy continuum to track K-6 student progress.

• Learning adjustments are implemented for students identified as requiring additional support or enrichment.

Strategies to achieve these outcomes in 2014:

• Teacher professional learning around the use of the DEC K-10 Literacy Continuum and PLAN data to inform teaching and learning programs and student progress.

• K-6 Teaching and learning programs have included the implementation of Focus on Reading, Super Six Comprehension strategies

• Implementation of whole school standardized testing protocols K-6 to monitor and track student achievement and progress.

• Targeted use of intervention programs such as Reading Recovery and LaST to support students at risk of not achieving expected outcomes.

School priority 2

Improved student outcomes in Numeracy with a focus on Working Mathematically

Outcomes from 2012–2014

Teachers and students demonstrate deep understanding and knowledge of Mathematics concepts, problem solving and associated metalanguage.

Evidence of achievement of outcomes in 2014:

• 2014 NAPLAN results demonstrated the average progress (2012-14) in Numeracy for Year 5 students was higher than State average.

• 2014 NAPLAN results demonstrated an increased percentage of Year 3 students performing at proficiency level (band 5 & 6) in Numeracy.

• Whole school implementation of DEC Numeracy continuum to track K-6 student progress.

• Learning adjustments are implemented for students identified as requiring additional support or enrichment.

Strategies to achieve these outcomes in 2014:

• Whole school focus on the development of quality teaching practices and the use of the DEC K-6 Numeracy continuum to track student learning and using PLAN data to inform teaching and learning programs.

• Whole school professional learning on differentiated teaching and learning pedagogy with a focus on Place value and the Learning framework in Number.

• Building teacher capacity to cater for the learning needs of the 21st Century learner.

School priority 3

Improved student engagement through quality teaching and transition programs.

Outcomes from 2012–2014

Improved overall student engagement through quality teaching and transition programs.

Evidence of achievement of outcomes in 2014:

• Improved student attendance rates in 2014 to 94.2%

• Whole school implementation of NSW syllabus for the Australian curriculum in English, Mathematics and Science

• Positive Behaviour for Learning embedded into school welfare programs and whole school culture.

• Implementation of Peer support and School Chaplaincy programs.

• Improved procedures for communicating to parents and community in a timely manner, through the use of school website, newsletter, notes, assemblies and announcements.
Strategies to achieve these outcomes in 2014:

- Whole school focus on developing quality teaching and learning programs to cater for the individual needs of each learner.
- Student individualised learning plans developed for all Aboriginal and Torres Strait Islander students.
- ICT and 21st Century learning strategies embedded into teaching and learning programs.
- PBL embedded into Student Welfare practices and procedures, with a strong focus on explicit teaching of social skills and antibullying programs.
- Professional learning for whole school to enhance the workforce capacity to engage and build positive relationships with students and the community.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Parents, staff and students were surveyed on their attitudes and levels of satisfaction towards the school climate in 2014. Surveys were undertaken using Survey Monkey.

Their responses are presented below.

Staff

The staff of Londonderry PS were highly positive in their responses to questions on school climate. The staff were highly satisfied in the collegiality and relationships displayed by the school leaders. 86% of staff responded that the school leaders always or usually had a positive influence on school culture. 76% of staff were of the opinion that the school recognises and celebrates achievements. Staff were satisfied that the main priority of the school was meeting the needs of students and encourages everyone to participate in being a learner. The data demonstrated a need to continually look at ways to improve on catering for the needs of individual students - as only 46% of staff were satisfied with current processes.

Students and Parents

100% of students and parents surveyed strongly agreed or agreed that they felt welcome at Londonderry PS. 100% of parents surveyed felt that they could talk to their child’s teacher or a member of staff about any of their concerns. 90% of students and parents felt that their concerns were taken seriously by the school. 90% of students and parents were of the opinion that they were valued by the school and 88% of respondents felt that the school is always looking for ways to improve. Improvements in school could be made in timely communication of events with only 7% of community members who strongly agreed that they were given adequate notice of events (76% of respondents agreed).

Other Program Evaluations

Staff, students and parents were also surveyed for their opinions on English and Mathematics programs at Londonderry PS in 2014.

Staff - English

85% of teaching staff reported the use of student assessment data (NAPLAN and PLAN data; standardized testing and benchmarking) to inform their teaching and learning programs in English. 100% of teaching staff responded that their ability to teach comprehension skills had improved in 2014. All teachers were confident in their use of technology and software programs such as Reading Eggs, Jolly Phonics and Spelling City to support literacy learning in their classrooms. 100% of teachers used the Literacy Continuum to plot student progress and inform their teaching. Future directions for teaching staff included ongoing professional development in pedagogy to support the learning of literacy skills; continued upskilling of all staff in the use of technology and software to support learners.
Staff - Mathematics

100% of staff responded they use NAPLAN and PLAN data to inform their teaching and learning programs. Only 14% of staff extensively used TOWN or SENA data to inform their teaching and learning (57% used it somewhat in their planning). 85% of staff found the Numeracy continuum very/somewhat useful in planning teaching and learning programs. 100% of staff utilized computer technology in their classrooms to teach Mathematics. 17% of staff felt they needed additional support to assist them with teaching Maths. Future directions for the school staff would include ongoing professional learning in Mathematics and greater support for students who were performing below Stage and Grade expectations.

Students - English

Overall 83% of students surveyed agreed that they enjoyed reading and 96% of students felt that it was important to be able to read. 85% of students agreed that their teachers had high expectations of their reading skills and 86% reported their teacher explains to them the purpose of what they are reading in class. In reading instruction, 91% of students agreed their teacher told them what they need to do to improve their reading skills and they could apply their reading skills to other subject areas.

Students - Maths

97% of students agreed it was important to learn mathematics and 75% of students stated they enjoyed doing Maths. 92% of respondents felt their teacher gave good feedback on how they could improve their skills and 97% agreed their teacher taught them new ways to understand Maths concepts. 97% of students found Mathematics challenged way they thought about numbers and problems but only 77% felt that Maths was useful in other subject areas.

Parents – English

97% of surveyed parents agreed that English is an important subject, but only 55% of parents felt they were given enough information on their child’s progress in English. 75% of parents would like more knowledge to be able to help their child at home.

The evaluation revealed that parents and carers were positive about their child’s learning in English and Mathematics at Londonderry PS. They would like more detailed information about their child’s progress and would like to develop skills to enable them to assist their child in these subject areas.

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.

School Planning Processes

Londonderry PS used a positive team-building approach to develop and define the educational priorities for 2015-17. As part of the approach the school staff worked with staff, students and community by gathering evaluation data and conducting interviews and meetings for gathering evidence and data to support the development of a school vision.

School leaders participated in State and regional professional development around the new school planning process. This was essential to understand and clarify the expectations and procedures for 2015-17, as well as having the opportunity to engage in professional dialogue with other DEC staff. Knowledge gained from professional learning was shared with school staff and the community in order to develop a shared plan and vision for Londonderry PS.

School staff and community members participated in meetings where the purpose of creating a collaborative school vision and the 5 P planning process was explained and implemented. Community members who could not attend meetings where able to speak with the principal and/or given hard copies of information to read and complete within a given time frame.

Key improvements for each year and measurable outcomes were selected on the basis of evidence and data that could be used to support improvement in student outcomes and the
purpose of the three school strategic directions. This data and evidence included National and school assessment data, whole school evaluation data, interview and anecdotal evidence, national survey assessment data.

**Strategic Directions 2015-17**

**High quality 21st Century pedagogy to raise expectations and develop successful engaged learners.**

Purpose: Students at Londonderry PS are actively engaged in meaningful, challenging and 21st century learning experiences that enhance wellbeing and lead to improved student outcomes.

**Highly skilled workforce engaged in quality teaching and leadership and educational improvement.**

Purpose: The workforce at Londonderry PS will be actively engaged in a high level of professionalism and commitment to create a culture of strong, strategic and effective leadership across the school staff.

**A school-wide culture of high expectations and a shared sense of responsibility for student, engagement, learning, development and success. Incorporating social and emotional well-being.**

Purpose: The Londonderry PS community will support a culture of high expectations and engagement, resulting in sustained and measurable whole school improvement.

**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.

Ms Christine Burke Principal
Ms Erin Finlayson Assistant Principal

Mrs Beverly Bullock Assistant Principal (rel)
Mrs Karen Klineberg Computer Coordinator
Ms Kelly Garlick Classroom Teacher
Ms Milena Cacchillo Reading Recovery Teacher
Mr Daniel Attard Classroom Teacher
Mrs Glenda Chapman SAM
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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:
