Lewisham Public School
2019 Annual Report

Dream & Work to achieve it.

4369
Introduction

The Annual Report for 2019 is provided to the community of Lewisham Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2019 was a highly successful year of achievement and growth for our dynamic, creative and inclusive school community, as we moved into the second year of the School Plan 2018–2020.

In the areas of learning, teaching and leading, our innovative, strategic and collaborative efforts showed impact for ongoing improvement and educational excellence as we placed the needs, talents and capacities of our students at the core of our practices. There is strong evidence of alignment and commitment to our three strategic directions and the ongoing enrichment of our responsive and forward-thinking learning culture, allowing students to connect, thrive and succeed.

Thanks to all members of our hard-working and talented school community – students, teachers, administrative and support staff, parents/carers, volunteers and the school's leadership team for your outstanding contributions in 2019, as we continued our exciting journey together.

'Dream It. Work to achieve it'

Liz Davis
Principal
School background

School vision statement

Dream it. Work to achieve it.

Our vision is to provide a creative, forward thinking & inclusive K–6 learning culture responsive to the diverse needs, talents & aspirations of our future–focused learners.

We nurture imaginative, curious and confident lifelong learners who are respectful and responsible, have strong literacy and numeracy skills and are able to communicate, collaborate, think critically and creatively as local, global and digital citizens. We grow students’ personal capacities to aspire, be challenged as learners, be resilient, improve and achieve.

We value diversity, opportunity and innovation for improvement.

School context

Background

Lewisham Public School is a rapidly growing inner–west K–6 school catering for the diverse needs, talents & aspirations of students (215 in 2019) in 9 stage–based home classes. It is supported by a highly engaged & expanding community.

A number of highly successful initiatives have continued to enrich & expand directions in learning, teaching and leading. The school has continued to evaluate and reflect on its key messages, strengths, areas for improvement and future directions, being responsive to the changing needs of its students, staff & growing community. Its high quality & inclusive learning culture has made it a school of choice for many families. The school has continued to attract strong interest for its more personalised & forward thinking learning culture as well as the ongoing successes of its Ready for School program, its highly acclaimed arts initiatives and community events, its talent development programs and its explicit stance on inclusive education, differentiated teaching practices and more personalised learning pathways.
Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

LEARNING: The school’s on balance judgement supported by evidence that it is excelling in learning.

Across the school our learning culture was strongly focused on the building of a growth mindset, with high expectations, educational aspiration and ongoing performance improvement e.g. the trialling of individual learning plans in literacy and numeracy; Adjusted Learning Plans; adaptive & differentiated learning programs responsive to formative and summative assessment data & addressing core, support and enrichment outcomes for learners; special purpose interventions e.g. MiniLit, co-curricular programs in the arts, sport and emerging technologies; and stage-based learning clusters & pathways for high potential learners. Evidence of partnerships with parents/carers in learning continued e.g. Together for Learning; Parent Teacher Learner Conferences; the Learning and Support Aspire Team; Ready for School. The school has strong evidence of its collaborative school-wide approach to quality teaching and learning, differentiated curriculum planning and delivery, assessment practices and systems and more personalised goal-setting for students. e.g. Parent Teacher Learner Conferences; Learning and Support Aspire Team; Adjusted Learning Plans for students with complex, special or additional needs. In 2019, an early intervention Instructional Leadership Model resulted in improved alignment of practices in the teaching of reading and writing K–2, leading to improved outcomes in internal data. This model involved collaborative, modelled and shared practices and also impacted improved tracking of students in early arithmetical strategies utilising school based data to ensure all students were developing their skills in number.

In wellbeing the school’s Positive Choices for Learning Fair Discipline Code; Anti-Bullying Plan, Anti Racism Policies, Health Plans continued to embed inclusion practices for individuals, showing a whole school strategic and planned approach to supporting the wellbeing of all students to connect, succeed, thrive and learn. In 2019, further initiatives included student identification of staff for support in challenging situations; adaptive changes to the ‘chill out program;’ the use of differentiated outdoor spaces and ‘individual plans at play’ in response to needs. Showcases of learning, inclusivity and talent development continued a focus on celebration of diversity; effort and achievement. e.g. open visits; assemblies; Harmony Day; Creativity Festival 2019; Science Expo. Positive, respectful relationships were visible as part of the school’s culture with mutual respect for diversity and inclusion embedded to ensure optimum conditions for student learning and community harmony.

In curriculum we continued our integrated and collaborative approach to quality teaching, curriculum planning and delivery eg stage-based programs, differentiated outcomes and content; the use of formative and summative assessment; the use of rubrics to guide progress; regular school-wide tracking of learning outcomes. The school’s curriculum provision and evidence-informed teaching practices were embedded within a high expectations framework, was regularly monitored and reviewed to meet NESA requirements and students’ needs. e.g. learning walks, professional observations, team teaching, instructional rounds and PDP meetings. Teaching and learning programs were responsive and adaptive to feedback on evidence-informed teaching practices, assessments and regular tracking of student progress and achievement. e.g. KLA trackers; 4Cs trackers; end of term growth analysis data. The use of emerging technologies in literacy was trialled eg virtual reality kits. Teaching and learning programs showed strong evidence of differentiation eg core, support and extension targets in programs; and adjustments for students with special or complex needs eg ALPs.

In assessment there were consistent school-wide practices used to monitor, plan and report on student learning across the curriculum eg. end of term trackers; bump it up walls, student self-reflections and learning goals; use of rubrics; formal reports to parents. Formative assessment informed learning programs and strategies for adjusted instruction. Instructional Leadership was used by expert teachers to model targeted practices. Embedded growth analysis continued eg growth analysis charts; classroom registers; program annotations. Teachers used assessment data to modify practices eg reading case studies. Visible learning practices informed student goals eg individual goal setting, bump it up charts, use of the progressions; rubrics; explicit success criteria. Formative and summative assessments were used to
give feedback to students on their progress. The school–wide use of its growth data analysis charts using summative assessment data, identified learning progress of individual students and student cohorts and continued to inform targets for programming.

In reporting the school continued to use school–wide systems for analysing, tracking and reporting data on student and school performance eg trackers for each KLA; the 4Cs; Aspire, Learning and Support records and Adjusted Learning Plans; use of the literacy and numeracy progressions; National Disability Database. The school drew on varied data sources to inform stage and school decisions about student learning, aligned with targets in the school plan. In 2019, instructional leadership models were focused on early intervention in literacy and numeracy. Formal student reports continued to be issued twice a year with personalised inclusions eg. learning goals and next step strategies. Parent Teacher Learner Conferences reported on student progress, provided feedback and involved consultation on next step goals.

In student performance measures internal school data shows significant growth for individuals and targeted cohorts throughout the year, with evidence of adjusted goals and interventions having impact on improved engagement for students with special, complex or additional needs. Special purpose interventions eg MiniLit growth tracker showed progress for targeted learners. The school identified growth targets for individual students, using Adjusted Learning Plans. As a smaller diverse cohort, in external performance measures, the size and nature of the cohort in 2019 needs to be understood. Numbers of students were supported with personal goals and Adjusted Learning Plans to access the curriculum. An external measure alone for these students may not be a reliable single source for establishing their personal success or for considering average patterns of growth.

NAPLAN 2019 results show that of the Year 5 students who had also completed Year 3 NAPLAN two years prior, 70% of these students achieved at or above expected growth for reading; 69.57% for writing; while 45.83% achieved at or above expected growth in numeracy. 40% of Year 5 students achieved in the top two bands for reading (above state average); 12.5% achieved in the top two bands for writing; while 36% achieved in the top two bands for numeracy (above state average). Year 3 results show that 65.6% of students achieved in the top two bands in reading (above state average); 53.1% in writing; and 50% in the top two bands for numeracy (above state average).

In 2019 it is significant that some students experienced disruptions to online tests due to connectivity issues, which may have impacted some results. The school's embedded use of school–wide tracking systems of curriculum–based outcomes K–6 was a more reliable source for establishing contextual patterns of growth for students as measured against grade benchmarks for syllabus outcomes. In English 79.2% achieved at or above sound; 42.1% at or above high. In Mathematics 85.4% at or above sound; 45.7% at or above high, In Science & Technology 45.2% at or above high; History/Geography 44.6% at or above high; Personal Development, Health and PE 47.2% at or above high; Creative Arts 53.3% at or above high. These results were based on annotated work samples, consistent teacher judgement, formative and summative assessment tasks and grade benchmarking protocols.

TEACHING: The school's on balance judgement supported by evidence is that it is excelling in teaching.

In the area of effective classroom practice, lessons are systematically planned as part of a coherent program that has been collaboratively designed. eg adaptive differentiated stage–based programs; inclusion of core, support and extension content. Adjustments were made in response to individuals and group needs. eg Adjusted Learning Plans; Individual Learning Plans in Literacy and Numeracy based on the progressions; programming cycles linked to students' learning goals and feedback about their progress. Teachers across the school used evidence–informed practices & were committed to their ongoing professional learning for optimum impact on student learning eg Spirals of Inquiry; Instructional Leadership; instructional rounds; case studies for improvement. Teachers continued to make collaborative team inquiries into explicit teaching methods and modelled evidence–informed teaching strategies for improvement. Adjusted Learning Plans and Tracker Data have informed planning practices across the school. Effective classroom management practices were responsive to students' needs and reflected the school –wide focus on Positive Choices for Learning.

The school continued to show strong evidence of data skills and regular use of student assessment data school–wide to identify student achievements and progress eg term trackers; growth analysis; MiniLit data; NAPLAN analysis. Practices informed pedagogy and future directions. This data enabled deep analysis of growth and target setting for clusters of learners, led by team leaders. Analysis of internal and external student progress informed adaptive programs and Adjusted Learning Plans. Internal measures of growth and achievement eg Trackers; Adjusted Learning Plans were embedded in data analysis for learning to inform teaching directions and impact. Parent Teacher Learner Conferences informed learning goals and strategies. Across the school, teachers worked towards increased understanding of trends and anomalies in the analysis of some data for some students. To support the staff in deepening their understanding of data for tracking progress, a number of workshops were held on understanding and developing confidence with data. Moderation of open–ended literacy and maths assessment tasks was introduced in 2019, resulting in deep conversations within and across stages on the content and delivery literacy and numeracy lessons, especially in the early years.

All staff demonstrated personal responsibility for maintaining and developing their professional standards at proficiency
level. Eg Professional Development Plans were supported by a coordinated whole school approach to developing some common goals as well as differentiated professional goals and programs. All teachers used the professional standards to identify and monitor specific areas for development or continual improvement. The collaborative practices in place at the school provided for the sharing of expertise, the building of teaching and leadership capacities and modelling of best practice eg. team teaching; instructional rounds; supervised case study analysis. The school continued to monitor the accreditation status of all staff. Teachers continued to enrich their teaching of literacy and numeracy eg use of the literacy and numeracy progressions; team teaching; whole school professional learning workshops eg Gifted and High Potential Learners. The school has begun to promote higher level accreditation levels for identified staff showing leadership capacities and readiness to share and grow their expertise. An expert teacher was recognised in 2019 for her outstanding practices as a teacher and mentor at a network awards ceremony.

In learning and development explicit systems for collaboration and feedback were in place eg Spirals of Inquiry; instructional rounds; observations of practices; case studies; school development workshops, collaborative team meetings and interviews with professional buddies. This provided for purposeful professional dialogue, collaboration, observation and discussion of practice, the modelling of strategic practices and the provision of shared and reciprocal feedback. Mentoring and coaching continued to be embedded in various ways to support and improve teaching and develop the capacities of aspiring leaders. Teachers and teacher leaders collaborated with staff in other schools to share and inform practice. Eg Network of Inquiry and Innovation (NOII); Canterbury Network; Agile Leadership; Aspiring Principals Network. The school developed and shared expertise and directions in innovation with regard to collaborative practices in professional learning and teaching eg Sugiyama University– teacher education program; Artists in Residence Program; principals visits to observe the Spirals of Inquiry model, with focus on classroom practices for personalised learning.

LEADING: The school’s on balance judgement supported by evidence that it is excelling in leading.

In the area of educational leadership, the school leadership team embedded a focus on distributed instructional leadership to sustain a culture of highly effective evidence-informed teaching and ongoing improvement for every student. There was a culture of high expectations and community engagement for measurable whole school improvement, being responsive and inclusive in its practices, catering for the range of equity issues in the school eg Parent Teacher Learner Conferences; Adjusted Learning Plans. Expert teachers and aspiring leaders were allocated negotiated leadership roles, distributing their expertise for educational impact, including team teaching and mentoring. Schoolwide systems for data collection, stage-based assessment practices and collaborative programming were embedded in this distributed leadership model for continuous improvement of teaching and learning. The expertise and mentoring capacities of the school executive were recognised through their participation in the Aspiring Principals’ Leadership Program of the NSW Department of Education’s School Leadership Institute.

In the area of school planning, implementation and reporting the school plan prioritised its evaluations using milestones to measure success and improvement and make changes where needed based on evidence collected eg trackers, student and staff reflections, TTFM surveys, expenditure reports; instructional rounds; professional learning team feedback. The school continued to draw on quality sources of research into effective leadership for improvement eg Robinson; Fullan; Hargreaves; Stoller; and used these to inspire innovative approaches. We used design thinking elements and creative mapping to have teams action new ways forward in our context to problem solve and better support improvements in learning, teaching and leading. Milestones throughout 2019 were used to check alignment of priorities, resourcing, professional learning, actions taken and impact on outcomes to inform the next steps in planning.

School resources were strategically used to achieve improved outcomes in teaching, learning and leading. The leadership team deployed teaching and non-teaching staff for their expertise to support teaching and learning eg instructional leadership models; additional Learning and Support teacher (.4); School Learning and Support Officer (.8). Other resourcing to support teaching and learning included special purpose interventions eg Mini Lit; Get Reading Right; smartboard upgrades; playground and facility upgrades. The leadership team adopted a creative approach to the use of the physical environment of the school eg flexible learning spaces; artistic design concepts; office facilities. The school continued its support arrangements in place to share facilities eg The NSW Japanese School; Arts Unit; Jigsaw OOSH. Discussions also began around anticipated growing numbers at the school and resulted in two spaces in D Block being allocated for upgrade by the NSW Department of Education, for use by the school at the start of 2020. Strategic financial management at the school level also continued with the deployment of a part-time Business Manager.

Management practices and processes continued to be responsive to the needs of a growing school with evidence of evaluation of its expanding administrative systems and communications processes. Improvements in 2019 included continued flexible administration timetables and office openings; more regular Finance & Business Meetings; the introduction of digital forms via the APP; the use of Microsoft’s SWAY platform for weekly Newsbyte correspondence. Administrative systems and processes were responsive to community needs eg online payments but it was acknowledged that the Department’s system of payment was not liked by all families. Increased email correspondence to office and teaching staff required some streamlining of protocols for trial in 2020.
Strategic Direction 1

LEARNING                          Literacy and Numeracy

Purpose

To show improvement and growth in literacy & numeracy for every student.

To grow and enrich literacy and numeracy skills through a personalised approach to learning that engages & challenges students to aspire and continually improve.

Improvement Measures

Increased proportion of students achieve in the top two bands for NAPLAN reading writing & numeracy.

The school’s value–add trend is positive, increasingly moving towards achieving excellent value–added results.

Internal and external measures show that the school has identified what growth is expected for each student and students are achieving higher than expected growth.

Team teaching, collaborative practices, instructional leadership and mentoring increasingly drive improvement in teaching and assessing of literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Personalised Learning & Differentiation

Implement, review and adjust Learning Plans in literacy & numeracy for every child, showing personal goals, learning intentions, success criteria & reflection

Evaluation

• *Literacy and Numeracy Plans* were responsive to the specific needs of students using the *Literacy and Numeracy Progressions* to assess and monitor improvement and goal setting. Visible goal setting and the use of *Bump it Up Walls* across targeted stages modelled shared practices in personalised learning/differentiation, resulting in increased use of these practices across the school supported by the explicit work of the instructional leaders.

• *Adjusted Learning Plans* for specific purposes provided strategies for individual students to access aspects of the curriculum and increase engagement in learning.

• The *Learning & Support Aspire* Action Plan its instructional leadership model, specific purpose interventions such as MiniLit; use of a School Learning and Support Officer working as tutor and small group assistant and a range of professional learning initiatives, resulted in improved teaching and engagement strategies for use by teachers to support individual students, leading to their improved access to curriculum and achievement of targeted outcomes

• *NAPLAN 2019 results* show that of the Year 5 students who had also completed Year 3 NAPLAN two years prior, 70% of these students achieved at or above expected growth for reading; 69.57% for writing; while 45.83% achieved at or above expected growth in numeracy. 40% of Year 5 students achieved in the *top two bands for reading* (above state average); 12.5% achieved in the *top two bands for writing*; while 36% achieved in the *top two bands for numeracy* (above state average). Year 3 results show that 65.6% of students achieved in the *top two bands in reading* (above state average); 53.1% in writing; and 50% in the *top two bands for numeracy* (above state average). In 2019 it is significant that some students experienced disruptions to online tests due to connectivity issues, which may have impacted some results.

• the school’s value–add trend was particularly strong in reading based on this year’s cohort, with 70% of Year 5 students achieving at or above expected growth. Value–add trends in writing and numeracy were less for

Funds Expended (Resources)

• Instructional Leader K–2 – literacy and numeracy (early intervention)

• Instructional Leader K–6 Learning & Support Aspire ( differentiation; support & adjustment for students with special or complex needs)

• Additional Learning and Support Teacher .4 flexible funding

• Mini–Lit Resources & professional learning initiatives – special programs

• Reading resources: Get Reading Right

• School Learning and Support Officer (.8)

• Professional Learning Initiatives: Simon Breakspear; John Hattie;

Funding Sources:

• Low level adjustment for disability ($35476.00)

• English language proficiency ($21841.00)

• Quality Teaching, Successful Students (QTSS) ($19791.00)

• Literacy and Numeracy ($22446.00)

• Aboriginal background loading ($2661.00)

• Integration Funding Support ($25667.00)
Progress towards achieving improvement measures

this cohort.

• Internal and external measures show that the school has identified improvement goals and growth for each student and particular cohorts of students, with significant numbers of students achieving at or higher than expected growth. Growth for students as measured against grade benchmarks for syllabus outcomes were: In English 79.2% achieved at or above sound; 42.1% at or above high. In Mathematics 85.4% at or above sound; 45.7% at or above high. In Science & Technology 45.2% at or above high; History/Geography 44.6% at or above high; Personal Development, Health and PE 47.2% at or above high; Creative Arts 53.3% at or above high. These results were based on annotated work samples, consistent teacher judgement, formative and summative assessment and grade benchmarking protocols.

• Team teaching, collaborative practices, instructional leadership and mentoring were evident in classroom practices, Professional Development Plans and the regular use of the Spirals of Inquiry professional learning model for collaborative improvement in the teaching and assessment of literacy and numeracy across the school. Strong impact of alignment reading instruction supported by instructional leader and Get Reading Right initiatives.

Process 2:  Literacy and Numeracy Strategy

Implement & resource a collaborative whole–school literacy & numeracy action plan, led by instructional leadership and supported by the progressions.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Funds Expended (Resources)</th>
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<tbody>
<tr>
<td>Instructional Leader K–2 – literacy and numeracy (early intervention) resulted in explicit instructional &amp; assessment practices becoming embedded across K–2 programs and classrooms. Internal measures show growth for targeted students as a result of explicit teaching and differentiation.</td>
<td>• Instructional Leader K–2 – literacy and numeracy (early intervention)</td>
</tr>
<tr>
<td>Instructional Leader K–6 Learning &amp; Support Aspire (differentiation; support &amp; adjustment for students with special or complex needs) resulted in more adaptive &amp; responsive teaching and assessment practices, Adjusted Learning Plans and programs for students with special or complex needs; increased consultation and partnerships with specialist advisors and families; and more contextual and responsive professional learning with increased shared practices and goal–setting for targeted students in a range of school settings. Internal measures show improvement for targeted students in well–being and engagement in literacy and numeracy lessons, and growth in personalised outcomes.</td>
<td>• Instructional Leader K–6 Learning &amp; Support Aspire (differentiation; support &amp; adjustment for students with special or complex needs)</td>
</tr>
<tr>
<td>Additional Learning and Support Teacher .4 flexible funding resulted in improved engagement and growth for targeted students in aspects of literacy and numeracy</td>
<td>• Additional Learning and Support Teacher .4 flexible funding</td>
</tr>
<tr>
<td>Mini–Lit Resources &amp; professional learning initiatives – special programs; resulted in improved access to instructional materials for students requiring remediation and strategic intervention in reading; staff workshops on the core elements of effective reading programs led to improved instructional alignment</td>
<td>• Mini–Lit Resources &amp; professional learning initiatives – special programs</td>
</tr>
<tr>
<td>School Learning and Support Officer (.8) flexible and integration funding resulted in improved classroom engagement &amp; growth for targeted students in particular aspects of literacy/numeracy eg tutoring support in the MiniLit program.</td>
<td>• School Learning and Support Officer (.8)</td>
</tr>
<tr>
<td>Professional Learning Initiatives: eg Simon Breakspear; John Hattie; CESE; Get Reading Right; Anita Chin Maths Conference – resulted in improved understanding &amp; shared practices across teams of alignment in aspects of pedagogy for impact. in literacy and numeracy eg visible learning &amp; assessment strategies; explicit &amp; agreed instructional methods; use of</td>
<td>• Professional Learning Initiatives – Agile Leadership; Visible Learning; collaborative planning sessions–progressions</td>
</tr>
</tbody>
</table>

Funding Sources:
• Low level adjustment for disability ($35476.00)
• English language proficiency ($21841.00)
• Quality Teaching, Successful Students (QTSS) ($19791.00)
• Literacy and Numeracy ($22446.00)
• Aboriginal background loading ($2661.00)
• Integration Funding Support ($25667.00)
Progress towards achieving improvement measures

scrum and sprints to focus on action plans

Next Steps

• Align internal and external data to set goals and targets for individuals and grade cohorts in literacy and numeracy. Use the five week cycle initiative to monitor progress and inform adaptive programs.
• Continue next phase of Literacy and Numeracy action plan using instructional leadership models, expert teachers and strategic, collaborative professional learning initiatives to upskill teams — with a school wide focus on numeracy and writing (eg RFF enrichment model) and alignment in goal setting and benchmarking.
• Introduce Progressive Achievement Tests (ACER–PAT) to further inform a rigorous school–wide approach to planning for targeted skills in literacy and numeracy.
• Embed the use of the progressions and regular quality school–wide tracking systems in literacy and numeracy.
• Refine whole school pedagogy in targeted aspects of numeracy and writing and the provision of quality strategic teacher feedback for students.
Strategic Direction 2

TEACHING

Future Focused Teaching in a Collaborative Learning Culture

Purpose

To embed a future–focused curriculum and learning culture that values and nurtures high expectations, communication, collaboration, creativity, critical thinking, reflection and self–management

To embed a personalised and differentiated approach to teaching and learning that engages & challenges all learners to take responsibility, aspire and continually improve

Improvement Measures

The leadership team increasingly maintains a focus on collaborative and distributed instructional leadership to sustain a culture of effective evidence–based future–focused teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

School–based tracker data shows increasing evidence of the effective integration of the 4CS including self–management in teaching and assessment practices.

Staff reflections show improved problem–solving capacities of staff in an innovative learning culture of collaboration, reflection & improvement.

Progress towards achieving improvement measures

Process 1:  Collaborative and Distributed Leadership

Leadership is distributed across the school. Instructional leadership & problem–solving capacities of all staff are developed.

Evaluation

- team leadership model – executive & team leaders released for collaborative learning, team observations and reflections; PDP meetings – resulted in increased alignment in direction, commitment and capacity building to facilitate required changes in practices for improved student outcomes
- mentoring and coaching models – release for beginning teachers; mentors; teachers requiring specific support; other professional learning initiatives – resulted in increased confidence and school wide efficacy with regard to collaborative practices in teaching and learning programs
- Spirals of Inquiry collaborative model–release across teams to observe and participate in collaborative sessions eg the use of virtual reality in literacy programs – resulted in upskilling of staff in emerging technologies; increased understanding of the needs of students they observed based on current research & shared best practice; enhanced problem solving to find common issues & shared solutions
- collaborative planning sessions – resulted in greater alignment in school–wide priorities for students
- team building sessions – release time eg open to learning workshops led by the leadership team – resulted in improved shared understandings of personal beliefs and theories of practice impacting on professional practices and decision–making for students

Funds Expended

- team leadership model – executive & team leader release for collaborative learning, team observations and reflections; PDP meetings
- mentoring and coaching models – release for beginning teachers; mentors; teachers requiring specific support; professional learning initiatives
- Spirals of Inquiry collaborative model–release across teams to observe and participate in collaborative sessions eg virtual reality emerging technologies
- collaborative planning sessions
- team building sessions – release time eg open to learning workshops led by the leadership team

Funding Sources:

- Professional Learning ($7984.00)
- School Support Principal ($6107.00)
- Community Funds ($20000.00)

Process 2:  Innovation in Teaching

Embedding of the 4CS (including self–management) agile and flexible learning spaces, collaborative practices, project–based and personalised learning practices. Spirals of Inquiry and action research inform quality practices.

Evaluation

Funds Expended

(Resources)
Progress towards achieving improvement measures

- School–based tracker data shows increasing evidence of the effective integration of the 4CS
- Project– based exhibitions, events and ‘genius hour’ resulted in increased evidence of self management in learning; student voice and talent development of students;
- Creativity Festival – workshop program, performance & installation resulted in a showcase of high expectations, collaboration, creativity, critical thinking and self management of students K–6 in a project–based inclusive initiative around the theme ‘Burst’. A new performance format was innovated during the day to coincide with the launch of the art mural installation of student works under the guidance of the Artist in Residence, demonstrating ‘how real artists work’.
- Artist in Residence. Workshops K–6 provided for student voice, research, investigation & creative group collaboration in a project–based approach, resulting in a range of technical & artistic design skills being developed and promoted, in response to an authentic environmental & artistic challenge.
- Playground equipment and design – project–based learning and design thinking resulted in increased evidence of self management, critical thinking and collaboration in problem solving and design; enhanced student voice for a real–life authentic and purposeful task; and talent development of students in the consultation and research process leading up to the final design and installation
- Flexible learning spaces across the school showed better catering for students’ needs and interests, preferred learning styles for increased engagement and productivity; and increased creativity and diversity of learning spaces

Funding Sources:
- Professional Learning ($7984.00)
- School Support Principal ($6107.00)
- Community Funds ($20000.00)
- P & C Grant and school donation ($77000.00)

Next Steps

- Promote and resource more project–based collaborative initiatives across the school
- Continue beautification of spaces and grounds eg toilets based on student voice, consultation and creativity
- Continue opportunities for the 4Cs in a variety of contexts eg Artist in Residence – feedback from students has recommended further mosaic installations, painting of feature walls, designated spaces for specific purposes
- Begin the action for the upgrade of Block D learning spaces eg flexible furniture; mindfulness corners; painting of walls to inspire thinking and creativity; smartboards; collaborative spaces
Strategic Direction 3

LEADING Making Connections Leading Positive Partnerships

Purpose
To expand connections and partnerships for innovation and improvement.

Improvement Measures
Surveys and focus groups show increasing opportunities for local partnerships that build opportunities for students and staff to innovate, share expertise and strengthen community identity.

Surveys and focus groups show increasing opportunities for global partnerships and emerging practices for students and staff to build global citizenship and lead authentic and reciprocal learning networks.

The school is increasingly recognised as excellent and responsive to new and complex challenges, increasingly known for its leadership for innovation and strategy, to embed a culture of community connectedness, global education and citizenship.

Progress towards achieving improvement measures

Process 1: Local Connections and Partnerships
To enhance local links and partnerships through the P & C, others in the school community, Volunteers in Partnership, the Arts Unit, the NSW Japanese School, JigsawOOSH and other emerging partners.

<table>
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| Local connections and partnerships for students and staff to innovate, share expertise and strengthen community identity.  
  - P & C initiatives, grants & fund raising eg. playground equipment upgrade; smartboards; inclusivity fund resulted in improvements for teaching, learning and wellbeing; and the strengthening of community collaboration, shared responsibility and identity  
  - increased opportunities for student voice, feedback and consultation in class programs, special initiatives eg Green Team; playground design groups; SRC Executive; resulted in enhanced ownership for students in identified projects  
  - ‘Burst’ Creativity Arts Fiesta & Artist in Residence program resulted in highly successful showcase of innovation, collaborative and individual talent development (eg drama, visual arts) and community identity through environmental installation work and performances  
  - Community user programs – Directions in Music; The Arts Unit; Sydney Academy of Chess; Robokids resulted in sharing of expertise and community building for shared understanding and mutual respect  
  Embedding a culture of community connectedness, global education and citizenship.  
  - Aspiring Principals Leadership Program – leadership alliances through the principal and executive resulted in increased opportunities for collaborative learning, shared practices and emerging communities of engagement in various locations across Sydney and regional areas  
  - Network of Inquiry and Innovation – conference and social networking initiatives resulted in further opportunities for shared learning and emerging communities of engagement  
  - Agile Leadership – emerging opportunities through opportunities facilitated through the Canterbury and Marrickville Networks – program led by Simon Breakspear | Playground Equipment– grant and school funds  
Flexible learning spaces – air conditioning; smartboards and some furniture items  
Burst Arts Fiesta & Artist in Residence  
Japanese Language and Culture initiative– tutor and resources  
Aspiring Principals Leadership Program – alliances and resources  
Funding Sources:  
- socio–economic background ($5340.00)  
- Community Funds ($20000.00)  
- School Leadership Institute ($10000.00)  
- P & C donations ($20000.00) |

Process 2: Global Connections and Partnerships
To enhance global links and partnerships through the school's Asia Links: Language and Culture Program, the Asia Education Foundation, the Australia China Links Program, Sugiyama University, Harvard University (Project Zero), Network of Innovation and Inquiry (NOII) and other emerging
### Progress towards achieving improvement measures

**Process 2:** partners.

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<tr>
<th>Evaluation</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Japanese Internship 2019 and the Japanese Language and Culture initiative resulted in increasing opportunities for global partnerships and emerging practices for students and staff to build global citizenship and lead authentic and reciprocal learning networks eg Sugiyama University</td>
<td>• Japanese Internship 2019 and the Japanese Language and Culture initiative</td>
</tr>
<tr>
<td>• Visitations from Chinese educators, local principals resulted in the sharing of pedagogy, learning culture and emerging communities of engagement and practice</td>
<td>• Visitations – Chinese educators, local principals – sharing of pedagogy, learning culture</td>
</tr>
<tr>
<td>• Creativity Conference, Oregon USA – school representation through the principal's presentation 'Leadership for Creativity and Creative Learning Cultures' resulted in sharing of expertise with global educators and leaders, increased opportunities for emerging links and online communities of engagement and practice in innovation for improvement.</td>
<td>• Creativity Conference, Oregon USA – school representation through principal's presentation. Self funded.</td>
</tr>
</tbody>
</table>

**Funding Sources:**
- Community Funds ($10000.00)

### Next Steps

**Connections and Partnerships**

- Consolidate local and global partnerships for innovation and improvement eg Artists In Residence; Japanese internship and related online alliances; 'Volunteers in Partnership' (VIP) and support agencies; online study programs
- Enrich learning alliances to build on current networks of interest, practice and engagement – and explore new connections through online and virtual opportunities to connect and support school priorities
- Further explore leadership development alliances and links with innovative organisations and cultures to support school priorities, build and promote school excellence as a reciprocal learning partner for improvement
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>Instructional Leadership; Adjusted Learning Plans– PLPS; School Learning and Support Officer; Inclusivity fund Teacher days, some funding of events and supplies Funding Sources: • Aboriginal background loading ($5,322.00) • inclusivity fund – P &amp; C donation ($2,451.00)</td>
<td>Personalised Learning Plans, adjustments and differentiated practices through Instructional Leadership Model, Learning and Support Aspire, resulted in increased engagement of targeted students. Tracked data shows some progress in specific skills for targeted students requiring one to one intervention Improved punctuality and attendance for targeted students occurred through regular monitoring of the Learning and Support Aspire Team Aboriginal students performing below grade level in literacy and numeracy were identified and monitored through inclusive tracking systems. Use of strategic interventions in wellbeing strengthened partnerships with families eg regular phone calls, provision of items, Deadly Awards</td>
</tr>
<tr>
<td>English language proficiency</td>
<td>Instructional Leadership Learning and Support Aspire (EALD trained staff); Instructional Leadership Early Intervention K–2; Adjusted Learning Plans – adaptive and inclusive programs; MiniLit for targeted students Teacher days, professional learning consultation and collaboration; SLSO days Funding Sources: • English language proficiency ($43,681.00)</td>
<td>Instructional Leadership Learning and Support Aspire and Instructional Leadership Early Intervention K–2 resulted in culturally inclusive adjustments, goal setting around oral and written language to support differentiated programs and explicit teaching Adjusted Learning Plans showed adaptive and inclusive differentiation for individuals and groups MiniLit for targeted students provided small group interventions Partnerships strengthened with targeted families. Increased time for meetings to engage support services, and counselling. Tracking data was embedded in regular practices, with use of the literacy and numeracy progressions and EALD student profile data to track progress in specific targeted skills.</td>
</tr>
<tr>
<td>Low level adjustment for disability</td>
<td>Instructional Leadership Learning and Support Aspire; Instructional Leadership Early Intervention K–2; Adjusted Learning Plans – adaptive and inclusive programs; MiniLit for targeted students; additional part–time Learning and Support teacher Teacher days, professional learning consultation, collaboration and workshops; SLSO days to support interventions</td>
<td>More than 50 students were identified and supported across the school through personalised adjustments for improved engagement and achievement in learning. Through the integrated Instructional Leadership Model, the Learning and Support Convener continued to coordinate the development and monitoring of Adjusted Learning Plans and/or differentiated programs for students with special and/or additional and/or complex. Instructional Leadership Early Intervention K–2 combined with Adjusted Learning Plans resulted in specific strategies and adjustments being used to engage and support targeted students in</td>
</tr>
</tbody>
</table>
**Low level adjustment for disability**

Reading resources and collaborative planning—MiniLit program

**Funding Sources:**
- Low level adjustment for disability ($70,951.00)

Progress was regularly monitored and reviewed through observations of students’ well-being, engagement, health, confidence, attitude and self-esteem, as well as more formal measures in aspects of literacy and numeracy (e.g. sight word reading data, PM benchmark levels, standardised spelling).

MiniLit for targeted students provided small group interventions resulting in improvement.

Partnerships were strengthened with targeted families. Review meetings to engage support services, and counselling occurred. Tracking data for targeted students with special, additional or complex needs, shows improvement in targeted outcomes of engagement and aspects of learning.

Levels of adjustment from the National Disability guidelines were noted. Teachers were released where required to attend case conferences with advisors and specialists. Targeted areas for professional learning for staff, were identified and informed specialist workshops eg crisis management. There was mentoring in the use of customised intervention strategies through the allocation of an additional Learning and Support teacher two days a week.

**Quality Teaching, Successful Students (QTSS)**

teacher days

professional learning interventions to support improved tracking of progress

**Funding Sources:**
- Quality Teaching, Successful Students (QTSS) ($39,582.00)

QTSS was used flexibly to release staff to monitor the interventions and impact of adjustments and initiatives through the work of team leaders, an additional part–time Learning and Support Teacher and the Learning and Support Aspire Team.

Grade–based benchmarking was developed across stages to create standards of achievement using A to E trackers linked to curriculum goals, work samples, formative and summative assessments each term. This data was collated and monitored systematically across the school with growth analysis formulated and informing the next steps in differentiated and adaptive programs for targeted students.

Growth was analysed, with evidence informing follow up interventions, changes or adaptive practices for improvement in literacy and numeracy using the progressions to guide learning plans.

**Socio–economic background**

teacher days

inclusivity fund

**Funding Sources:**
- Socio–economic background ($5,340.00)

Improved levels of engagement, inclusivity & wellbeing for targeted students.

Continuity of the monitoring of requests for financial support in school programs, co–curricular and home learning programs.

Partnerships, improved access to support services and interventions for targeted families, occurred through the
<table>
<thead>
<tr>
<th>Socio–economic background</th>
<th>teacher days</th>
<th>Learning and Support Aspire Team and its model of consultation meetings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>inclusivity</td>
<td></td>
</tr>
<tr>
<td>Funding Sources:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Socio–economic background ($5 340.00)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for beginning teachers</th>
<th>No additional funding</th>
<th>The school received no funding for beginning teachers in 2019.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Collaborative practices including team teaching, mentoring and differentiated professional learning opportunities continued to support new career teachers and experienced teachers, using professional standards to guide practice and reflection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Development Plans show strong evidence of team leadership to support the monitoring and achievement of professional learning goals for all teachers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regular meetings with team leaders, supervisors and co–teachers showed capacity building in targeted teaching practices &amp; leadership skills across the teaching staff.</td>
</tr>
</tbody>
</table>
Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>89</td>
<td>94</td>
<td>99</td>
<td>92</td>
</tr>
<tr>
<td>Girls</td>
<td>90</td>
<td>99</td>
<td>117</td>
<td>125</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.5</td>
<td>95.5</td>
<td>96.3</td>
<td>93.9</td>
</tr>
<tr>
<td>1</td>
<td>96</td>
<td>93.7</td>
<td>94.7</td>
<td>93.7</td>
</tr>
<tr>
<td>2</td>
<td>94.7</td>
<td>95.2</td>
<td>95.2</td>
<td>93.9</td>
</tr>
<tr>
<td>3</td>
<td>94.8</td>
<td>93.9</td>
<td>97</td>
<td>93.5</td>
</tr>
<tr>
<td>4</td>
<td>94.2</td>
<td>91</td>
<td>94.9</td>
<td>93.2</td>
</tr>
<tr>
<td>5</td>
<td>94.6</td>
<td>92.2</td>
<td>84.7</td>
<td>94.1</td>
</tr>
<tr>
<td>6</td>
<td>96.1</td>
<td>92.1</td>
<td>88.5</td>
<td>92.1</td>
</tr>
<tr>
<td>All Years</td>
<td>94.9</td>
<td>93.6</td>
<td>93.9</td>
<td>93.6</td>
</tr>
</tbody>
</table>

State DoE

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.4</td>
<td>94.4</td>
<td>93.8</td>
<td>93.1</td>
</tr>
<tr>
<td>1</td>
<td>93.9</td>
<td>93.8</td>
<td>93.4</td>
<td>92.7</td>
</tr>
<tr>
<td>2</td>
<td>94.1</td>
<td>94</td>
<td>93.5</td>
<td>93</td>
</tr>
<tr>
<td>3</td>
<td>94.2</td>
<td>94.1</td>
<td>93.6</td>
<td>93</td>
</tr>
<tr>
<td>4</td>
<td>93.9</td>
<td>93.9</td>
<td>93.4</td>
<td>92.9</td>
</tr>
<tr>
<td>5</td>
<td>93.9</td>
<td>93.8</td>
<td>93.2</td>
<td>92.8</td>
</tr>
<tr>
<td>6</td>
<td>93.4</td>
<td>93.3</td>
<td>92.5</td>
<td>92.1</td>
</tr>
<tr>
<td>All Years</td>
<td>94</td>
<td>93.9</td>
<td>93.4</td>
<td>92.8</td>
</tr>
</tbody>
</table>

Attendance for some grade cohorts shows continued patterns of extended leave requested by families for overseas trips during school terms. This matter continues to be drawn to the attention of families individually and through general school correspondence.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.
Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8.15</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.32</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>2.42</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

<table>
<thead>
<tr>
<th>Staff type</th>
<th>Benchmark¹</th>
<th>2019 Aboriginal and/or Torres Strait Islander representation²</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Support</td>
<td>3.30%</td>
<td>7.20%</td>
</tr>
<tr>
<td>Teachers</td>
<td>3.30%</td>
<td>2.90%</td>
</tr>
</tbody>
</table>

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector’s salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.
Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

<table>
<thead>
<tr>
<th></th>
<th>2019 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>368,403</td>
</tr>
<tr>
<td>Revenue</td>
<td>2,269,761</td>
</tr>
<tr>
<td>Appropriation</td>
<td>2,014,535</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>7,447</td>
</tr>
<tr>
<td>Grants and contributions</td>
<td>242,653</td>
</tr>
<tr>
<td>Investment income</td>
<td>4,576</td>
</tr>
<tr>
<td>Other revenue</td>
<td>550</td>
</tr>
<tr>
<td>Expenses</td>
<td>-2,139,150</td>
</tr>
<tr>
<td>Employee related</td>
<td>-1,827,649</td>
</tr>
<tr>
<td>Operating expenses</td>
<td>-311,501</td>
</tr>
<tr>
<td>Surplus / deficit for the year</td>
<td>130,611</td>
</tr>
</tbody>
</table>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.
**Financial summary - Equity loadings**

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

<table>
<thead>
<tr>
<th></th>
<th>2019 Approved SBA ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targeted Total</strong></td>
<td>51,334</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td>125,293</td>
</tr>
<tr>
<td>Equity - Aboriginal</td>
<td>5,322</td>
</tr>
<tr>
<td>Equity - Socio-economic</td>
<td>5,340</td>
</tr>
<tr>
<td>Equity - Language</td>
<td>43,681</td>
</tr>
<tr>
<td>Equity - Disability</td>
<td>70,951</td>
</tr>
<tr>
<td><strong>Base Total</strong></td>
<td>1,733,357</td>
</tr>
<tr>
<td>Base - Per Capita</td>
<td>50,682</td>
</tr>
<tr>
<td>Base - Location</td>
<td>0</td>
</tr>
<tr>
<td>Base - Other</td>
<td>1,682,675</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td>111,187</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>2,021,171</td>
</tr>
</tbody>
</table>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.
School performance - 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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

In 2019 it is significant that some students experienced disruptions to online tests due to connectivity issues, which may have impacted some results.

As a smaller diverse cohort, in external performance measures, the size and nature of the cohort in 2019 needs to be understood. Numbers of students were supported with personal goals and Adjusted Learning Plans to access the curriculum. An external measure alone for these students may not be a reliable single source for establishing their personal success or for considering average patterns of growth.

A balance of assessment sources provides a more informed picture of goals, progress and growth for learners.

NAPLAN 2019 results show that of the Year 5 students who had also completed Year 3 NAPLAN two years prior, 70% of these students achieved at or above expected growth for reading and 69.57% achieved at or above expected growth for writing.

- 40% of Year 5 students achieved in the top two bands for reading (above state average); 12.5% achieved in the top two bands for writing.
- Year 3 results show that 65.6% of students achieved in the top two bands in reading (above state average); 53.1% achieved in the top two bands in writing

School–based data The school's embedded use of school–wide tracking systems of curriculum–based outcomes K–6 was a source for establishing contextual patterns of growth for students as measured against grade benchmarks for syllabus outcomes. These results were based on annotated work samples, consistent teacher judgement, formative and summative assessment tasks and grade benchmarking protocols

In English 79.2% achieved at or above sound; 42.1% achieved at or above high.

Numeracy

In 2019 it is significant that some students experienced disruptions to online tests due to connectivity issues, which may have impacted some results.

As a smaller diverse cohort, in external performance measures, the size and nature of the cohort in 2019 needs to be understood. Numbers of students were supported with personal goals and Adjusted Learning Plans to access the curriculum. An external measure alone for these students may not be a reliable single source for establishing their personal success or for considering average patterns of growth.

A balance of assessment sources provides a more informed picture of goals, progress and growth for learners.
NAPLAN 2019 results show that of the Year 5 students who had also completed Year 3 NAPLAN two years prior 45.83% achieved at or above expected growth in numeracy.

- 36% of Year 5 students achieved in the top two bands for numeracy (above state average).
- Year 3 results show 50% achieved in the top two bands for numeracy (above state average).

School–based data The school’s embedded use of school–wide tracking systems of curriculum–based outcomes K–6 was another source for establishing contextual patterns of growth for students as measured against grade benchmarks for syllabus outcomes. These results were based on annotated work samples, consistent teacher judgement, formative and summative assessment tasks and grade benchmarking protocols.

In Mathematics 85.4% achieved at or above sound while 45.7% achieved at or above high.
Parent/caregiver, student, teacher satisfaction

Students

54 Students in Years 4, 5 and 6 2019 completed the Tell Them From Me survey researching student outcomes and student climate. Our data showed that 79% of our Year 4–6 students had a positive sense of belonging compared to the NSW Government norm of 69%. 96% of learners at Lewisham Public School feel teachers are responsive to their needs and encourage independence with high expectations of success compared to the NSW Government norm of 85%.

Students identified strong support of programs, opportunities and events at the school in 2019. eg. band, drama, choir, chess, netball, cricket, K–6 Visual Arts Fiesta, Green Team, the indigenous garden, outdoor learning and arts space; school camp, theme and fund–raising "no uniform days" eg Pirate Day, Wear Red; BYOD technology initiatives in Stages 2 and 3; and the Buddy Leadership Team. Year 6 students on leaving the school noted, as others before them had done also, the school's caring sense of belonging and teachers' belief in them to achieve personal goals and celebrate individual talents.

Teachers

Staff reflections throughout the year, continued to note a strong sense of teamwork and a collaborative professional learning culture of sharing, mentoring, team–teaching and leadership capacity building, identifying positive opportunities for growth, improvement and career path development at the school.

Parents/ Caregivers

The school's culture is a reflective and evaluative learning environment. We seek opinions, feedback and reflection about the school in many ways – from students, parents/carers, staff and others working with the school. Reflection is formative throughout the year, informing us of how we are going, connected to practices, programs, projects and events, reflecting the way we do things as a school community, allowing us to be responsive to changing needs.

This includes but is not restricted to:

- being responsive to conversations and enquiries from parents/carers and others
- facilitating mediations and interviews as required
- parent teacher learner conferences and/or parent teacher interviews, held after hours
- provision of an on site OOSH service, about which feedback is sought
- ongoing joint care and nurture of children
- provision of quality library facilities shared as a meeting space with parents and visitors
- the implementation of Sway – a more succinct delivery of information via the School APP, with less text, more images and better ways to separate ongoing and immediate items for action
- leading or being part of meetings – for projects, teams or committees
- being part of monthly P & C meetings and related activities
- leading consultation meetings, reviews and workshops of the Learning and Support Aspire Team
- facilitating Parent Teacher Learner Conferences–formal and informal
- convening information nights and seminars for prospective and current families, parents and carers
- evaluating community and school events and initiatives eg Harmony Day; Arts Festivals; Ready for School
- being responsive to email and other correspondence
- providing for improved and immediate delivery of information via the school APP
- posting end of term surveys for staff, students and parents/carers
- providing for end of year reflections for departing Year 6 students

Parents/carers were invited to respond to a survey for feedback at the end of Semesters 1 and 2. Fewer parents responded from previous years. Feedback on what was working well and what could be improved was sought. Our families were very engaged with many school activities and frequently visited the school for events. Parents valued the number of school events, which encouraged community participation such as Harmony Day and the Creativity Festival.

Suggestions from parents/carers to further improve school communications and operations during 2019/2020 included:

- More direct communication of outcome expectations in class and home learning tasks
- Parent–Teacher–Learner Conferences could be longer
- Canteen services to be offered more often if possible
- Removal of bubblers from inside the toilet block.
• Lost property – accessibility for parents who drop off and pick up their child when office is closed.
• Improvement of the grass area
• Improved office communications and procedures for some parents—especially regarding payments and follow up
Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019, the school continued to incorporate Aboriginal perspectives across the curriculum, in programs and in celebrations of indigenous culture and recognition of events & students at the school. *eg. Harmony Day, NAIDOC, Deadly Awards.*

School practices and protocols were inclusive of indigenous recognition and mutual respect such as acknowledgement of the indigenous custodians and the display of the Aboriginal and Torres Strait Island flags. Traditional and contemporary indigenous music were featured at assemblies. The use of Personalised Learning Plans supported learning outcomes for targeted Aboriginal students in the areas of literacy, numeracy, attendance, student leadership and learning enrichment.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

The school continued to embed respect for diversity & difference into our school's culture, reflecting & celebrating identity and contemporary Australia. Our school proudly promotes inclusivity, acceptance, empathy, mutual respect, a sense of belonging & community harmony, bound by common positive values for an inclusive society. The majority of students at the school are first, second or third generation Australians. In 2019, some students were in the emerging or developing phases of learning English while a significant number were consolidating or enriching English language learning. A funding allocation for English as an Additional Language or Dialect (EALD) provided support for targeted students through adjusted learning plans, team–teaching approaches for differentiation, special purpose instructional groups and assessment using the progressions.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that
enable all students to achieve equitable education and social outcomes.

Lewisham has maintained a strong focus on multicultural education. Our school has an inclusive culture that celebrates difference and ensures continuous learning for all. Our school provided and led a whole community *Harmony Day* event where all students were encouraged to wear 'orange' or showcase their cultural heritage by dressing in a national costume. All students and their families were invited to a *Harmony Day* banquet. Students in Stage 3 engaged in learning about diversity with a particular focus on refugees. Quality literature studies for all stages of learning focused on diversity and difference throughout the year. The school's Anti–Racism Contact Officer continued to work closely with the Learning and Support Aspire Team to ensure that all DEC protocols were followed.