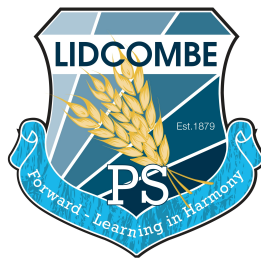


Lidcombe Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Lidcombe 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.

The format of this annual report differs to previous reports produced by Lidcombe Public School. The Department of Education requires schools to enter annual report data online using School Planning and Reporting Online (SPARO) software. Hence, there are constraints on how data is reported, formatted and edited using this data entry package.

Matthew Lewis

Principal

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Message from the Principal

It is with great pleasure that I present the 2016 Annual Report for Lidcombe Public School.

The core business of our school is highlighted through our motto, **Forward – Learning in Harmony**. Through explicit and systematic quality teaching in literacy, numeracy and across all key learning areas our teachers guide, challenge and extend our students in the development of the foundation skills they will need for continued learning in the 21st century. Our school vision statement, developed through community consultation in 2014, highlights a vision where the school will focus on the teaching and learning of skills that will allow students to use those foundation skills in conjunction with future focused key competencies such as creativity, collaboration, critical thinking and communication throughout our 3 year plan 2015–2017.

As principal of this school, I am very proud that our school continues to have a great reputation within and beyond of our community at Lidcombe. From feedback we received as part of the external validation process in 2016, some of the reasons for this include:

- Students are our primary focus
- We aim to support all students to reach their potential
- We promote a culture of striving for your personal best
- Our staff are caring, motivated, professional and hard working
- As a team, the staff provide a range of additional learning experiences and opportunities
- Parents are partners in the schooling process and they contribute significantly to our school
- We are continually working to build connections with our local community
- We value and are proud of our school and local environment
- We celebrate the achievements of our students
- We teach values and promote resilience

This report highlights our achievements over the past year and targets specific areas for further development. 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.

Matthew Lewis – Principal

Message from the school community

2016 has certainly been a very busy year at Lidcombe. Strong partnerships between schools, families and the community are paramount in helping improve educational outcomes for children. I would like to acknowledge and thank the staff at Lidcombe PS for a truly successful year. Your commitment to our children is exceptional and it is why public education is leading the way.

The P & C plays an important role in encouraging these partnerships and supporting the school. As the year comes to a close our fundraising efforts have raised almost \$20,000 and we have approximately \$26,000 in our account.

Major fundraisers this year included Family Fun Night which moved to the beginning of the year, Hamper Raffle, the very successful Student Art Auction and International Food Stalls on Community Celebration Day. Along with these we have also had Mother's and Father's Day Stalls, Election Day Sausage Sizzle, Bunnings Barbecues, Book Fair and Family Portraits.

Due to our efforts we have been able to help the school financially by purchasing costumes for the Our Spectacular performance, new Kindergarten Graduation Caps and Gowns, library bags for all new kindergarten students, year 6 farewell cupcakes, subsidising travel to various events, helping our families with the cost of Life Skills and more. The Book Fair was a great success again this year which enabled us to donate quite a few new books to the library. The uniform shop is still going strong as is our school banking with over 200 children now registered.

I would like to thank each and every person who has volunteered to help out at the functions the P&C has run or assisted the school to run during 2016. Many hands do make light work when it comes to a Mothers' or Fathers' day stall, Carnivals and barbecues.

I look forward to continuing the great partnership between the P & C and the school in 2017 and I hope that as we move into a new year you, as parents, will make it your number one priority to be part of your child's education. Your support WILL make a difference!

Julie Rush

President

P and C Association – Lidcombe Public School

Message from the students

When I came to school in 2010, I thought, 'Hey this is big kid school, I am going to be a big kid now!' But as I went from Year 1 to Year 2, I realised growing up isn't just about being able to go to bed later and getting taller, it is about becoming responsible and mature. May I give a sincere 'well done and thank you' to the teachers at this school for teaching the 670 students that and so much more!

Being at this school has also shown me what a great education can do, and I have been fortunate enough to have been given a wide selection of opportunities. Something that really stood out is the great teachers and friends who have encouraged me at this school. This school supported me to achieve many of my goals, and it has also inspired me to create new ones. I would really like to continue to help people in my future and believe we can all work together to make the world a better place for everyone. The teachers here are all about the students, they work so hard to make sure we have the best learning experiences. If it wasn't for this school and these teachers, I wouldn't be the person I am now.

Sophie Edwards

School Captain 2016

Being school captain has been a roller coaster of an experience. Primary school is a place where friendships are made, sometimes for life. As we leave Lidcombe Public School, a place where unforgettable memories are made and foundations for life are laid, I hope we all look back and realise just how lucky we were to attend such a great school.

We must not forget that the most important part of our school experience is the teachers who have had the biggest influence on our schooling life. They have played a vital part in our lives, not only in teaching the curriculum, but key values that we will continue to carry on in our schooling life.

A special thanks to all of the teachers for assisting Sophie and myself in our roles as school captains and for forging the whole leadership group into a confident, hardworking team. I'd also like to thank the office staff, who with their humour can turn a frown into a smile, and to all those who have been a part of my journey.

I'd like to leave you with an old Australian Aboriginal proverb that you may take with you. *"We are all visitors to this time, this place. We are just passing through. Our purpose here is to observe, to learn, to grow, to love... and then we return home."*

Timothy Yoon

School Captain 2016

School background

School vision statement

Lidcombe Public School is an inclusive community providing innovative, quality programs and a relentless focus on academic success, which respects and caters for individual needs in a safe and happy environment.

School context

The school has a strong reputation for its commitment to learning and its strength in providing welfare programs including Positive Behaviour for Learning (PBL) to increase the likelihood that learning will occur.

The school community is highly multilingual (92% LBOTE) with at least 44 different languages being represented. The most predominant languages (March 2016) are: Korean (17%); Chinese (17%), Turkish (12%), Arabic (11%); and Vietnamese (4%).

The school comprises 32 mainstream classes and 3 special education classes. Specialist programs include Reading Recovery, Learning and Support, English as an Additional Language/Dialect, and Community Languages in Chinese, Korean, Turkish and Arabic.

The school prides itself on forging strong links with the local community and has a growing, highly committed P & C Association whose members are actively involved in consultative decision-making inclusive of fulfilling staff vacancies through the Merit Selection process, school self-evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions.

Lidcombe Public School's enrolment has been increasing over the past seven years with a current enrolment (December 2016) of 670 students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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, Lidcombe Public School undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered school sourced evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework (SEF).

The results of this process indicated that the school is excelling in eleven of the fourteen SEF elements and is sustaining and growing in three elements. The independent panel were in complete agreement with the school's self evaluation. The panel indicated that they were excited by the school's documented evidence and witnessed distributive leadership by engaging in professional dialogue with six members of the executive and eleven other teacher leaders.

Learning

The school is using the Student Wellbeing Framework to develop practices that enable students to succeed, connect and thrive. Whole school professional learning has been delivered as to the key principles of the Student Wellbeing Framework and implementation has been occurring over 2016 and will continue in 2017/2018. School programs support the development of leadership skills and encourage students to be active problem solvers, to demonstrate resilience and to co-operate with others. The school embraces and celebrates cultural diversity in the community and promotes a strong sense of cultural identity through school events. Student transitions are actively supported by extensive programs. The Kindergarten Orientation/Transition programs are designed to support both students and parents. The school works with a raft of other agencies and data from the AEDI to inform the transition program. Learning Links is collaborating with the school to deliver a program based on building literacy and numeracy skills of our highlighted students. Effective transition visits are also organised for years 4, 5 and 6 students with the local high schools and transition plans are managed for our most vulnerable students, including our Special Education students.

Teaching

Effective classroom practice is supported across the school by regular, timetabled collaboration on every aspect of the teaching and learning cycle and to discuss how to ensure implementation of professional learning into instructional practice. Teachers analyse data in a 5 week action learning cycle in both literacy and numeracy, reflect on their practice as a result of the data, determine priorities and direction for the next teaching and learning cycle and plan for implementation, including feedback, sharing learning intentions with students and engaging parents with learning goals. Collaboration is explicitly designed to improve teacher practice and have a reasonable impact on student outcomes. Practices such as providing demonstration lessons, shoulder to shoulder support in classrooms, delivery of curriculum and pedagogical knowledge, coaching and providing feedback are all components of collaborative practices, and all teachers engage with these processes for the purpose of their own learning. All teachers are actively involved in developing and following their own Professional Development Plan and have the opportunity to be observed by a peer as well as their supervisor, and to receive feedback on their teaching. Additionally, the school works within a community of schools (RALBee) that has focused on the implementation of new syllabus documents. The school is implementing Quality learning Environments based on Quality teaching, then implementing different platforms of technology and installing new furniture into classrooms to support a wide variety of learning styles. Building the capacity of teachers is a priority in the school and early career teachers are supported with professional learning targeted to their needs.

Leading

The school works effectively to inform parents about school priorities and practices, and regularly seeks their feedback on the school's programs. The school's facebook page and school app reflect high levels of satisfaction within the school community. Parent workshops are held regularly in response to parent feedback and requests. The active P&C work collaboratively with the school staff to achieve funding for major school funding projects. Community groups work effectively with the school to ensure student progress and success. In developing and constantly evaluating the 2015–2017 School Plan, the staff were led in several meetings surrounding (and revisiting) national priorities for education, the DoE's reform agenda and school-based evaluations to determine and maintain a strong school vision and the strategic directions required to realise that vision. The school has developed systems that ensure implementation of the school plan and collaboration for the development of all staff. School leaders have developed clear processes for monitoring school plan practices and processes and regularly evaluate and review as needs of the students and the community change. A strong emphasis is placed on workforce planning and leadership development through rigorous and transparent practices of EOI's for school based positions, individual staffing surveys regarding strengths and future directions, and an approach to professional learning that is based on the strengths and capacity building. All teachers participate in the PDP process and are supported in developing goals that best meet school priorities alongside individual aspirations. The school finance team delivers sound and strategic management in a culture of transparency and alignment of resourcing with funding allocation and priorities. Staff are kept informed about school resourcing through awareness of the school allocated Resource Allocation Model (RAM) and its implications for equity and low socio economic funding.

The self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to the students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning: – Students will be empowered, innovative, humane citizens who value and contribute to our world.

Purpose

We want our students to be confident, happy, active citizens in a globally connected society. Our students need to love learning. They need to be forward thinking, inquisitive, independent and creative learners who embrace continual change with confidence. They need to communicate effectively, collaborate with others, be imaginative and develop their skills to successfully drive their own learning.

Overall summary of progress

Thirteen of fourteen milestones were achieved for student learning (strategic direction). One milestone was partially achieved. Developing a new teaching & learning program policy deferred to 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Sustained student growth in NAPLAN data.	Average scaled growth in Literacy was higher than the state average. In numeracy the school's average scaled growth was 116.9 compared with 97.5 for the state. The percentage of students showing value added growth from Year 3 to Year 5 in NAPLAN (includes students enrolled in the Special Education Unit) is: 91.2% reading, 96.4% spelling, 85.9% grammar and punctuation, and 87.3% numeracy.	
Sustained student growth in school based assessments for K–6.	<p>Over the past 4 years of Language Learning and Literacy (L3), ES1 students' reading results have increased from 55% reading at RR level 9 or higher in 2011 to more than 65% in 2016. Almost 90% of Year 2 students were reading at level 21 or higher in 2016, compared with 70% in 2014, when L3 was originally implemented.</p> <p>The 2016 Year 3 NAPLAN cohort were the first students to receive L3 K–2 and Stage 2 teachers commenced adapting some L3 practices into their programs to ensure consistency. More than 40% of Year 3 students achieved in the top two bands in all areas. More than 60% of Year 3 students achieved in the top two bands for spelling and writing.</p>	L3 Trainer – \$30 000 training of Stage1 teachers (OPL); Love our Literacy (Stage 2) \$10 000; English language proficiency (\$0.00)
Planned, targeted learning support for all students.	The Learning Support Team oversees targeted learning for all students and ensures that all students with identified learning needs receive appropriate adjustments. This information was recorded in the NCCD survey. In addition to providing language support through the New Arrivals Program, EAL/D teachers engaged in collaborative programming and teaching with classroom and specialist teachers. EAL/D students are assessed throughout the year against the EAL/D Learning Progression and ESL Scales. Target areas for EAL/D classroom support in 2016 included oral interaction, reading comprehension and sentence writing. This is also supported by the fulltime community language teachers.	Time – Collaborative timetable; Whole Staff TPL; \$400 casual NCCD
Collegial analysis of student	Ongoing student achievement was analysed and	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
data and assessments.	monitored through strategic collection of internal and external data. Data was collected and analysed using consistency of teacher judgement practices across the school in all learning teams at regular intervals between 5 and 8 weeks. Data sharing informed new practices, such as teachers sharing learning intentions more explicitly with their students using WILF, WALT and TIB. Data sharing culminated in a 'Celebration of Learning' presented by all staff at the Term 4 Staff Development Day.	
Increased staff expertise in a variety of assessing methods and Action Learning cycles.	<p>Programs that continue to have a high impact on student learning continue to be L3K, L3S1 and TEN and use of the PLAN tool. Analysis of the success of these programs and this tool saw extension of these practices into Stage 2 and Stage 3. Reciprocal reading, explicit grammar, vocabulary and writing programs were introduced 3–6 to compliment the highly successful practice in K–2.</p> <p>Another practice extended into 3–6 was the introduction of learning centres to coincide with targeted reading and writing groups. Students directed learning intentions and engaged in an independent learning environment. Activities are across all key learning areas and include STEM activities.</p> <p>Representatives of all learning teams received ongoing collegial professional learning in the Geography K–10 syllabus. This initiative was organised through the RALBee community of schools network. The combined RALBee professional learning day in Term 4 focused on Geography.</p>	Quality Teaching, Successful Students (QTSS)(\$3,000.00)

Next Steps

Best practice teaching strategies were identified and shared for future focused learning (FFL) in 2017 and will inform a new teaching and learning policy, in line with key reforms and new syllabuses. This will guide teachers in: supporting students with a consistent approach to differentiated learning; engaging students in learning through learning centres, and high order technology based, collaborative problem solving and; consistency in teacher judgment based on explicitly stated, syllabus based learning intentions.

L3 proves to be highly effective but it has been difficult to access Trainers/ Lead Trainers. Lidcombe Public School will provide teachers to be Lead Trainers and Trainers to ensure ongoing training for teachers. This will be funded by providing training to other schools.

Ongoing training in L3, TEN and PLAN for new staff, and the implementation of new and innovative technology through STEM workshops. The writing program 'Writing through the Middle Years' will also be introduced 3–6 to support students to further develop the processes needed to be successful writers

The school is extremely effective at supporting students with learning difficulties, however, the role of LaST (Learning and Support Teacher) needs to be consolidated. Professional learning will be provided to ensure that all teachers support EAL/D and gifted and talented students with opportunities to demonstrate higher order skills.

The RALBee network of schools will be supporting creative and critical thinking and measure its success through the implementation of new pedagogical practices occurring in all classrooms in its schools.

Strategic Direction 2

Staff Learning: – Staff will actively embrace a dynamic, collaborative and informed professional culture.

Purpose

Research shows that the greatest effect on student learning is increased teacher leadership capacity in the classroom, supported by explicit instructional leadership throughout the school, underpinned by professional dialogue about student data and the Australian Professional Standards For Teachers. Teachers need to be passionate about activating visible learning for their students and for themselves. To create the best supportive learning environment for their students, all staff need to be inspired to learn with each other and the community, and understand different learning styles to cater for all students.

Overall summary of progress

All sixteen milestones were achieved and all professional development plans (PDPs) demonstrate reflective teaching practice, linked to teaching standards and the school excellence framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Data informed, differentiated and personalised learning experiences are highly visible in all teaching and learning programs.	<p>100% of teachers have been observed teaching and provided documented reflections and personalised feedback from negotiated mentors or team leaders. All teachers provided personal reflections about their teaching and PDP goals citing student data informed by syllabus based student assessment and L3, TEN, PLAN, NAPLAN, and the NCCD and TTFM surveys.</p> <p>In addition to planned, weekly whole school and team professional learning meetings, teachers attended professional learning courses that met school strategic directions or their PDP goals. Seventeen early career teachers were provided with additional time in school (if eligible) and attended fortnightly professional learning experiences. 46% of teachers are classified as new scheme teachers, working towards accreditation or maintaining accreditation with NESA.</p> <p>Lidcombe Public School teachers led a professional learning day about the Physical Literacy Continuum for all teachers in the RALBee community of schools.</p> <p>Representatives of all learning teams received ongoing collegial professional learning in the Geography K–10 syllabus throughout the year. This initiative was organised through the RALBee community of schools network in conjunction with the HSIE/Geography consultant. Each session explored different aspects of the syllabus for teachers to deepen their knowledge of new content and pedagogy. This culminated with a combined RALBee staff development day at Lidcombe Public School at the end of the year.</p>	
<ul style="list-style-type: none">All staff have individual professional learning plans that demonstrate reflective teaching	Data informed, differentiated and personalised feedback on professional learning experiences are highly visible and reference APSTEND	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
practice, are linked to the Australian professional teaching standards and guide their learning, practice and capacity to improve student learning.	All teachers' PDPs demonstrate reflective teaching practice, linked to the APST & SEF, evidenced by improved student learning data. Teachers shared their professional growth and measured their success against student learning and welfare data during team meetings. Successful strategies were shared with all teachers at the end of semester professional learning days.	

Next Steps

Continue focus of linking future focused learning to staff performance and development plans (PDPs) to ensure visible professional learning is linked to the school excellence framework (SEF) and Australian Professional Standards for Teachers (APST).

Staff will continue to plan and prepare differentiated content, resources, processes and outcomes to extend and enrich all learners through project based learning. These learning experiences will be informed by student data and be differentiated, personalised, and highly visible in all staff teaching and learning programs.

Continue K–6 regular data collection and identification of students requiring support or enrichment. Groupings are fluid and flexible. Assessment practices enhanced by latest pedagogical research in future focused learning (FFL) assessment strategies.

Continue to implement effective mentoring, induction and coaching practices for all staff.



Strategic Direction 3

Environment –Learning Culture: – A dynamic school that promotes high expectations, positive values, global awareness and collaborative partnerships.

Purpose

Learning needs to be fun. Positive, happy, learning environments promote collaborative and inclusive learning, a sense of equality, provide different opportunities and learning experiences for different types of learners, and increase the likelihood that learning will occur. Research shows that successful learning environments result from a three-way partnership between students, staff and parents who are actively engaged in their children's learning at school. The environment needs to encourage parental involvement, provide opportunities for open ended learning and use technological advances to stimulate imagination and creativity with others.

Overall summary of progress

The school is on track, as evidenced by outstanding student welfare data and transformed open learning centres. Leaders will deepen staff understanding of best practice, future focused learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Increase of parents working in classrooms and attending school events.	<p>Parent P and C meetings are well attended and consistently maintain a quorum.</p> <p>Eight Kindergarten transition sessions were held in Term 4 and each session had an average attendance of 104 students and their families, ensuring a smooth start to 2017.</p> <p>Three parents accepted the invitation to be actively involved in the school library committee.</p> <p>There was initial enthusiasm and interest in a number of parent forums organised by the school with the help of Auburn Diversity Services (ADS). The school led parent forum about homework was well attended by more than 30 parents.</p> <p>32 out of approximately 400 families completed the initial Tell Them From Me (TTFM) parent survey.</p> <p>Morning assemblies, sporting carnivals, the Community Celebration Day and Family Fun Night are well attended and represent most of the school community.</p>	
<ul style="list-style-type: none">Strengthened wider educational community connections to enhance staff and student learning.	<p>A parent forum was held at the beginning of the year and led by the school with ADS to increase parent engagement and confidence in supporting their children. These sessions were well attended (30+) parents and representative of the schools diverse cultural backgrounds. The parents requested a number of different programs to be organised by ADS, including the Triple P parenting program. Attendance at the sessions was not consistent and declined over the year. The parents who completed the course indicated that it was highly beneficial.</p> <p>Lidcombe Public School worked with RALBee (its local community of schools group) to develop</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Strengthened wider educational community connections to enhance staff and student learning. 	<p>greater synergy between the schools and RALBee so it meets with each school's strategic directions. Agreement was reached to focus on professional learning about creative and critical thinking in the 2017 school plan milestones.</p> <p>The school has a mutually beneficial and close partnership with Dooleys Lidcombe. Dooleys has been very supportive in supporting professional learning and by providing transport and opportunities to fund school learning initiatives, such as Learning Links.</p> <p>Learning Links provided a teacher, (one day each week) to provide additional, targeted small group support in Literacy and Numeracy for students identified by the Learning Support Team.</p> <p>Staff participate in a number of educational support groups (Government and private) that support student learning and professional learning. A significant number of staff members demonstrated ownerships of their performance and development plans (PDPs) by organising mutual visits between a range of schools to observe, share and exchange teaching and learning strategies and achieve their nominated PDP goals.</p>	
<ul style="list-style-type: none"> Enhanced school practices in Wellbeing. 	<p>Student wellbeing and learning is enhanced through quality teaching practices, explicit teaching and innovative learning. Active partnerships are established between students, parents and the school, focusing on learning and wellbeing, creating a wide sense of equality, acceptance and community. This is evidenced by the Tell Them From Me survey results.</p> <p>Future focused learning (FFL) is a vital part of Lidcombe Public School. New furniture and technology has transformed traditional classrooms into flexible, open learning centres to enhance learning and significance for students.. iPads, Chromebooks, Spheros, Ozobots and Osmos have proved to be effective teaching tools in coding, problem solving, Literacy and numeracy.</p> <p>The Positive Behaviour for Learning (PBL) team created new lessons for Smart Notebook to use on the interactive whiteboards and were effective in reducing the number of negative behaviour slips issued. Playground activities were highly effective in supporting the students on the playground, increasing the number of students who are "green" (received one or no behaviour slips) from 98% to 99% in Term 4. 48 students were eligible to attend the platinum level award excursion.</p> <p>Up to date technology including App-Enabled Robot, Sphero SPRK, iPads and Ozobots support open ended learning centres. The December staff development day focused teachers on using new technology for Future Focused Learning (FFL) in classrooms.</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Enhanced school practices in Wellbeing.	<p>The Technology Team trialled different strategies to enhance learning with new technologies to support and lead best practice in FFL.</p> <p>The Student Representative Council (SRC) actively supported students by monitoring the Buddy Benches and offering assistance to fellow students on the playground. Students also raised money through 'Sipahh Straw' Day.</p>	

Next Steps

Review playground supervision procedures and audit how playground space is used to accommodate the growing school enrolment (deferred from 2016 milestones).

Continue implementing playground games for students.

The SRC to actively implement aspects of the 2017 school milestones, including: a playground survey; project based learning to re-design new playground equipment and some quiet spaces for students; and fundraising events to purchase new technologies.

Ongoing teacher professional learning for teachers with the assistance of an educational technology expert leading Science Technology Engineering and Mathematics (STEM) learning activities for all students.

Continue identifying best practice STEM learning to trial in the learning centres with new technology and exploring how to lead and support colleagues with effective use of ICT in all classrooms.

Model and support colleagues to develop strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Assist colleagues to create, select, use and evaluate a wide range of resources, including ICT, to engage students in their learning.

Maintain, mutually support and continue to influence community educational connections, including RALBee, to achieve school strategic directions.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All five Aboriginal students in the school had documented personalised learning pathways (PLPs). Parents and Year 6 students were invited to participate in review meetings, resulting in all students achieving learning goals and improved attendance for Aboriginal students.</p> <p>One Year 5 student participated in Yarn Up and was selected to speak at the Parliament House of NSW.</p> <p>One Year 6 student was selected for an indigenous reading program and received equipment for high school, donated by KARI.</p> <p>One school leader attended professional learning to ensure that Aboriginal perspectives are embedded across all curriculum areas.</p>	Aboriginal background loading \$2462.00
English language proficiency	<p>See Strategic Direction 1: As an "Empowering Local Schools" National Partnership school, English Language Proficiency funding contributed to the formation of a 30th class.</p> <p>More than 92% of students are from language backgrounds other than English (LBOTE) and assessed against the EAL/D Progression as: 23% Beginning; 19% Emerging; 22% Developing; 29% Consolidating; and 7% Non-EAL/D</p> <p>EAL/D teachers participate in, lead and share planning and explicit strategies to develop cognitive academic language proficiency (CALP), as evidenced by school PLAN data.</p>	English Language Proficiency Funding contributes to additional class teacher.\$408 000 (4 x EALD Teachers)\$102 000 EALD class
Low level adjustment for disability	See Strategic Direction 1: Funding used for additional student learning support officer (SLSO) support to assist with students in the mainstream school	
Socio-economic background	See Strategic Direction 3: Added low SES funding was used to purchase additional technology for future focused learning.	Socio-economic background \$47000.00
Support for beginning teachers	See Strategic Direction 2 and the Beginning Teachers report.	
Public Speaking and Debating	Refer to the Debating Report. Public Speaking competitions were held across the school, K-6. One student entered the State final of the Multicultural Perspectives competition for the second time in two years.	

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	300	316	323	363
Girls	278	319	325	312

Like many schools in the area, Lidcombe PS has an increasing trend of enrolments. It is situated between several major public and private transport routes and between Parramatta, Sydney city and other major suburban hubs. Growth can also be contributed to high rise residential development, increased enrolments from local students who have transferred from private education, and community support for the school's diverse academic, welfare and extra-curricular programs. In 2017, 140 students are expected to be enrolling in Kindergarten and 86 students will graduate. The school estimates 750 students will be enrolled in 32 classes.

Lidcombe Public School staff work with parents and provide a range of supports to families so students feel happy and safe at school. The school's overall average annual attendance rate (94.6%) is consistent with 2015. Attendance for Aboriginal students has increased by 5% to 91.65%. . Most of the unjustified absences in 2016 were attributed to overseas holidays and delays enrolling in new schools (due to circumstances beyond the school's control) after students had moved out of the local area.

In consultation with the Home School Liaison Officer, Lidcombe Public School implements the NSW Department of Education and Training *School Attendance Policy* to manage non-attendance. The Learning Support Team proactively supports class teachers in monitoring student attendance through regular checking of class attendance and liaising with the stage executive and class teachers. Daily attendance is also encouraged through the school's merit award system and open, transparent communication with the school community.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	95.9	95.4	95.2
1	95.6	96.4	94.5	96.1
2	95.8	96.7	96.8	95.1
3	97.8	95.8	95.5	96
4	97	97.1	96.2	95.3
5	96.1	97.7	96.2	96.3
6	95.3	96.5	96.6	94.7
All Years	96.3	96.6	95.9	95.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Class sizes

Class	Total
K LIME	20
K YELLOW	21
K BLUE	19
K RED	20
K PURPLE	21
K ORANGE	21
1 ACACIA	20
1 WARATAH	21
1 KANGAROO PAW	20
1 GREVILLEA	20
1 EUCALYPTUS	21
2 MELALEUCA	22
2 LILLI-PILLI	19
2 FIREWHEEL	22
2 BOTTLEBRUSH	20
3/4 BASS	28
3/4 LAWSON	27
3/4 HUME	28
3/4 FLINDERS	29
3/4 WENTWORTH	28
3/4 COOK	28
3/4 STURT	27
5/6 NAMATJIRA	28
5/6 FREEMAN	28
5/6 BENNELONG	27
5/6 YUNUPINGU	29
5/6 TRUGANINI	27

Structure of classes

An additional class was formed in Early Stage 1 due to increased enrolments in 2016. As an "Empowering Local School", the school used funding to reduce class sizes across the school by creating an additional class to better meet the individual needs of all students.

A variety of factors are considered before forming classes at Lidcombe Public School. Please note that these are not listed in any order of importance:

- Friendship – students who need support from a close friend.
- Friendship – students who are too friendly and are best separated to ensure productive work practices.

- Behaviour Problems – students who are best separated.
- Learning Difficulties – students who are experiencing difficulties are spread between available classes so specialist support staff can best cater for their needs.
- Personalities – in some special cases the personalities of both the students and teachers are considered before a decision is made regarding the placement of a student.
- Gender Balance – where possible a balance of boys and girls is maintained in each class.
- Siblings – where siblings are one grade apart, where possible, they are not placed in multi-age classes (composite) where they will be sharing the same friendship groups.
- As well as the above criteria, all classes have been formed to be as academically balanced as possible.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	29.97
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
Teacher of ESL	5
School Counsellor	1
School Administration & Support Staff	7.26
Other Positions	0

*Full Time Equivalent

The National Education Agreement requires schools to report on Indigenous composition of their workforce, of which we have two (2) members of staff of Aboriginal descent.

Workforce retention

Lidcombe Public School has a stable rate of retention with 80% of Lidcombe Public School staff from the previous year continuing to work in the school. Two additional class teacher positions were created due to the increasing enrolment trend.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	78

Professional learning and teacher accreditation

Beginning Teachers

Schools are required to report on how government funding under *Great Teaching, Inspired Learning* (GTIL) has been used to support beginning teachers adjust to their new roles in NSW public schools.

In 2016, two experienced teacher colleagues provided mentoring support to fifteen temporary teachers within their first three years of teaching. Lidcombe Public School had four accredited permanent beginning teachers, each with more than 3 years of experience in the classroom, and a permanent beginning teacher commencing her second year of teaching. Under the GTIL model, the teachers received funding to assist in their professional learning.

Permanent beginning teachers utilised their additional release time in a variety of ways including:

observing other teachers' lessons;

engaging in professional discussion and personal reflection;

assessing and evaluating student work;

preparing lessons and resources;

undertaking individualised programs of professional learning;

compiling evidence to achieve and maintain mandatory accreditation;

team teaching; and

structured feedback meetings with supervisors and mentors..

Significant professional learning programs in which beginning teachers have participated:

Accreditation at Proficient Teacher Level course;

NSW Teacher Mentor Early Career Teacher Network;

Disability Standards for Education online course;

Behaviour Management for Beginning Teachers;

Language, Learning and Literacy (L3 Stage 1);

TEN (Early Stage 1 and Stage 1);

Classroom Teacher Professional Learning; and an

In-school Induction Program (including school routines, programming policy and requirements, classroom management and welfare policy, accreditation, communication with parents, Performance and Development Framework, assessment strategies, report writing and Quality Teaching Framework.)

Early Career Teachers

Lidcombe Public School is committed to consistent, high quality, professional teaching and learning. This is demonstrated by providing all teachers including Early Career Teachers (ECTs) with ongoing professional learning, guidance and support. The professional learning culture encourages and supports all teachers, especially those in their first five years of teaching in being active and reflective participants in their own professional growth and development.

The school's ECT group is mentored by two highly experienced teachers who collaboratively share their expertise. A range of resources including the school's executive team and teacher leaders with specific expertise in identified areas share their knowledge and skills. The ECT group meets regularly to discuss and undertake high quality, contemporary, relevant and meaningful professional development based on the Australian Professional Standards for Teachers. All of the standards define the work of teachers and examine the elements of high quality effective teaching in future focused learning.

All teachers (especially Early Career Teachers) are provided with support and mentoring in relation to their individual, stage and whole school professional development goals (PDPs). This mentoring occurs in a variety of ways including small group meetings, ECT focus groups, lesson observations and feedback sessions. Teachers also receive individualised, specific needs based 1:1 support and participate in the sharing of resources and strategies both in person and in regular team teaching/class observations.

In 2016 the targeted areas for professional development included:

Induction/Policies and Procedures

Assisting ECTS to identify and consistently reflect on their professional development, learning and goals resulting in improved classroom practice.

PBL—social skills streaming/ Micro skills for behaviour management creating an environment conducive to learning.

Individual Education Plans and the successful implementation of these to support the teaching and learning of identified students.

Report writing and Parent/Teacher interviews

Accreditation guidance, mentoring and feedback which included the successful completion and accreditation of four teachers in 2016.

The Lidcombe PS representatives of the RALBee executive team organised for the quality teaching consultant to lead school executive and aspiring leaders in supervising and supporting teachers in their accreditation at the proficiency level and at higher levels. Both of these sessions were well attended by the four schools.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 27 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	723 795.39
Revenue	6 542 394.54
(2a) Appropriation	6 307 976.72
(2b) Sale of Goods and Services	4 338.65
(2c) Grants and Contributions	218 462.55
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	11 616.62
Expenses	-6 436 209.15
Recurrent Expenses	-6 436 209.15
(3a) Employee Related	-5 774 019.05
(3b) Operating Expenses	-662 190.10
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	106 185.39
Balance Carried Forward	829 980.78

Lidcombe Public School's financial management processes and governance structures to meet financial policy requirements.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	4 207 320.97
Base Per Capita	36 144.07
Base Location	0.00
Other Base	4 171 176.90
Equity Total	829 549.47
Equity Aboriginal	4 852.65
Equity Socio economic	47 813.84
Equity Language	534 195.19
Equity Disability	242 687.79
Targeted Total	613 272.95
Other Total	547 776.60
Grand Total	6 197 920.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

Early Stage One L3 Data

Early Stage One (ES1) teachers know how important it is to engage students in meaningful language interactions and experiences.

Instructional Reading Levels Week 38

64% of Kindergarten students were reading at Level 9 or above with 16% of students reading at Level 15 or above. All students were reading at Level 3 or above. Since L3 began at Lidcombe Public School in 2010, the percentage of students reading above Level 9 at Week 38 has gradually increased from 51% in 2011 to 64% in 2016.

Writing Vocabulary Week 38

In 2016 the percentage of students writing more than fifty words has increased to 53% from 31% in 2011. 85% of students were able to write more than 24 words during the short assessment task.

Hearing and Recording Sounds

69% of students were able to identify more than 31 sounds and 90% of students could record more than 21 sounds.

Future Directions:

ES1 students will be consistently assessed in Literacy. Teachers will monitor mis-matches that may occur in students' reading and writing data and will reflect upon and adapt their teaching practice to improve students' literacy outcomes. Students to be consistently encouraged to take risks when writing in order to become more effective authors and illustrators. Students will be supported in increasing the quantity and quality of sentences they orally compose, and to write for a purpose and an audience. The students will be guided to become more responsible and accountable for their future focused learning (FFL). Students identified as being at risk were referred to the Learning Support Team.

Stage 1 Data 2016

During 2016 Stage 1 teachers focused on engaging our students by focusing on learning centres, L3 ongoing professional learning (OPL), Discovery Learning and implementation of FFL strategies to meet the continual needs of our students. This year was our first year of students progressing from ES1 L3 and continuing through S1 L3:

Literacy:

In Year 1 65.6% of students were reading at instructional reading level of 18 or above. In Year 2 92.8% of students were reading at instructional reading level of 22 or above. These benchmark levels meet with S1 L3 expectations.

PLAN Clusters:

Literacy Continuum: Year 1 Students – 34% achieved cluster 6 or above for reading, 20% achieved cluster 6 or above for comprehension and 17% achieved cluster 6 or above for writing; Year 2 Students – 53% achieved cluster 8 or above for reading, 39% achieved cluster 8 or above for comprehension and 30% achieved cluster 8 or above for writing.

Numeracy:

This year all stage 1 teachers have been successfully trained in the Targeted Early Numeracy (TEN) program and have implemented these strategies across the year. Within the program, Stage 1 students must achieve Figurative or above levels, before progressing into Stage 2. In Year 1, 77 % of students achieved Figurative or above and in Year 2, 72% of students achieved Figurative or above.

Future Directions for Stage 1:

As the school's journey with L3 and TEN continues, teachers will be focusing on unpacking the clusters and markers of the continuums.

Integration of technology into Learning Centres.

Creative and Critical thinking skills and devising programs that reflect activities which incorporate these

skills.

Stage 2 Literacy and Numeracy Data

During 2016 Stage 2 teachers worked together to develop and implement new programs and assessment practices. These processes were based on previous internal and NAPLAN data and were differentiated to meet the needs of all students. Students were assessed and their results drove future stage planning. As a result, there was growth across all areas of the curriculum by Term 4. Average growth in Literacy was approximated at 18% for Spelling and Grammar and 23% for Writing. Teachers attribute this high level of growth to explicit quality teaching practices and their assisting students to see the reciprocity between reading and writing. The average increase in overall growth for Numeracy is approximated at 13% from Term 1 to Term 4.

Stage 2 PLAN Data Term 4

Students are expected to reach Cluster 10 by the end of Term 4. Teachers continued to work on literacy programs that supported individualised learning goals. Students were assisted and supported through quality teaching and learning programs to achieve high levels as indicated in the following results: Reading Texts – 91% of Year 3 students in Clusters 7 – 10 and 83% of Year 4 students in Clusters 8 – 11; Comprehension – 84% of Yr 3 students in Clusters 7 – 10 and 83% of Yr 4 students in Clusters 8 – 11; and Writing – 82% of Yr 3 students in Clusters 7 – 9 and 63 % of Yr 4 students in Clusters 8 – 11

Stage 3 Literacy and Numeracy Data

Student data informs teaching and planning. Students were given assessment tasks in February 2016 as pretests and the same assessments in November 2016 to gauge the students' progress and areas of need. 2015 NAPLAN data also informed planning for teaching and learning in the areas of Literacy and Numeracy that required further development. This has resulted in explicit data informed teaching and targeted teaching and learning plans.

Literacy

All Stage 3 students achieved 10% average growth in overall Literacy achievement (Reading, Language and Writing). New strategies introduced to students to achieve this included: Peer Tutoring marking rubrics so students could provide feedback to each other; Genius Hour to promote creativity, ownership and self regulation and explicit teaching of writing strategies and vocabulary development.

Numeracy

All Stage 3 students achieved 16% average growth in overall Numeracy achievement (19% increase in Measurement). In addition to peer tutoring and explicit

teaching, other new strategies to achieve these results included adapting TEN strategies to problem solving to remind students how to use mathematical strategies mentally, double check solutions and improve their use of mathematical language by drawing links between the language used in Stage 3 Mathematics Syllabus to familiar mathematical language.

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. At Lidcombe Public School, all students are encouraged to participate in NAPLAN, including students with mild intellectual difficulties.

Year 3 NAPLAN Literacy

The average performance trend in Literacy is on par with the state average and approximately 20 points higher than the 2015 average results.

READING: 91% students achieved above minimum standard (above Band 1). 14% students in Bands 1 and 2 (12% in state) and 45% students in Bands 5 and 6 (52% in state).

WRITING: 94% students achieved above minimum standard (above Band 1). 3% students in Bands 1 and 2 (6% in state) and 60% students in Bands 5 and 6 (54% in state)

SPELLING: 94% students achieved above minimum standard (above Band 1). 8% students in Bands 1 and 2 (12% in state) and 63% students in Bands 5 and 6 (55% in state).

GRAMMAR and PUNCTUATION: 91% of students achieved above the minimum standard. 8% students in Bands 1 and 2 (8% in state) and 43% students in Bands 5 and 6 (53% in state).

Areas of strength: identifies the main idea, analyses and evaluates key ideas in a text; constructs well sequenced imaginative texts; structures texts logically using a range of strategies to spell and edit words; and uses punctuation effectively.

Areas for further development: strategies for comprehending challenging texts with unfamiliar topics; thinking imaginatively and creatively and using knowledge of sentence structure to compose cohesive texts with appropriate grammar and punctuation.

Year 5 NAPLAN Literacy

The average performance trend in Literacy was on par with the state average and slightly lower than the school's 2015 results.

READING: 85.9% students achieved above minimum standard. 27% students in Bands 3 and 4 (18.9% in state), this is an increase of 2% on 2015. 15.9% students in Bands 7 and 8 (38.6% in state).

WRITING: Growth cannot be shown against their Year 3 results as a different text type was assessed. 88.9% of students performed above minimum standard. 9.7% students in Bands 7 and 8 (18.7% in state).

SPELLING: 96.4% of students achieved growth against their Year 3 results. 93.7% of students performing above minimum standard. 38% students in Bands 7 and 8 (33.2% in state).

GRAMMAR and PUNCTUATION: 85.9% of students achieved some growth against their Year 3 results. 92.2% of students performing above minimum standard. 28.5% students in Bands 7 and 8 (40.8% in state).

Areas of strength: identifies incorrect spelling; identifies the effect of information on a persuasive sign; interprets a character's actions in a narrative extract; most complex sentences correct, some difficult words spelt correctly; identifies action verb in complex sentence; identifies a pronoun reference.

Areas for further development: identifying subject – verb agreement; recognising correct tense; inferential comprehension, interpreting and identifying details, and changes in character's attitudes; locating directly stated information in an information text; more complex writing using more sophisticated ideas and vocabulary.

YEAR 7 NAPLAN Literacy

The average school trend is on par with the state average and higher than the 2015 results.

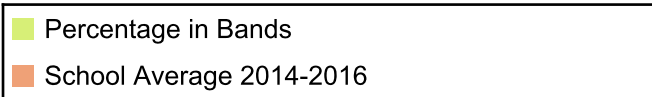
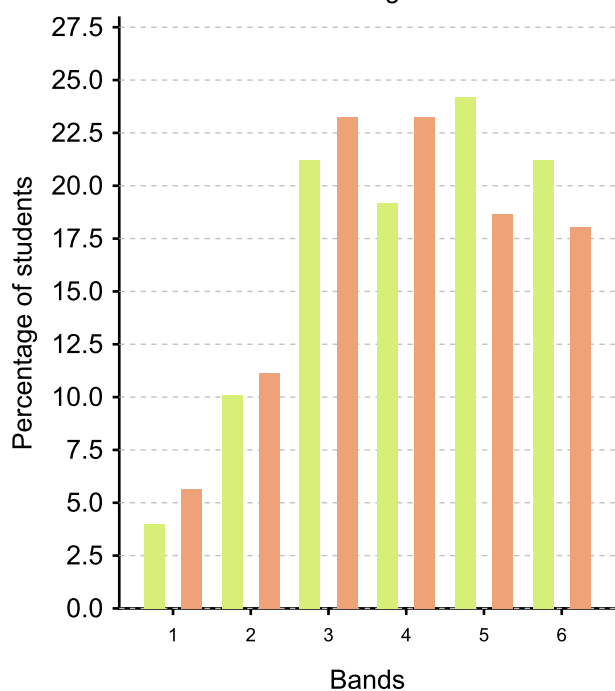
READING: 26.3% students in Bands 4 and 5 (19.7% in state); 25.3% students in Bands 8 and 9

WRITING: 27.3% students in Bands 4 and 5; 20.2% students in Bands 8 and 9 (17.8% in state)

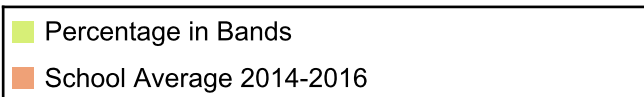
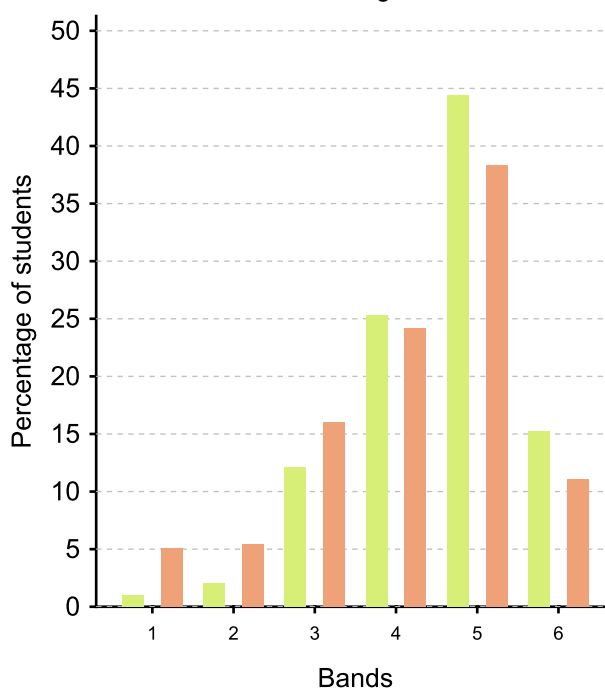
SPELLING: 52.6% students in Bands 8 and 9 (34.1% in state), this is an increase of 13% on 2015.

GRAMMAR and PUNCTUATION: 13.1% students in Bands 4 and 5 (15.9% in state). 46.5% students in Bands 8 and 9 (31.4% in state),

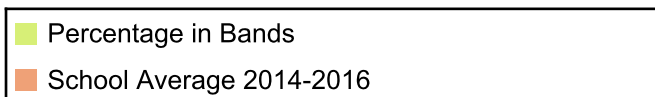
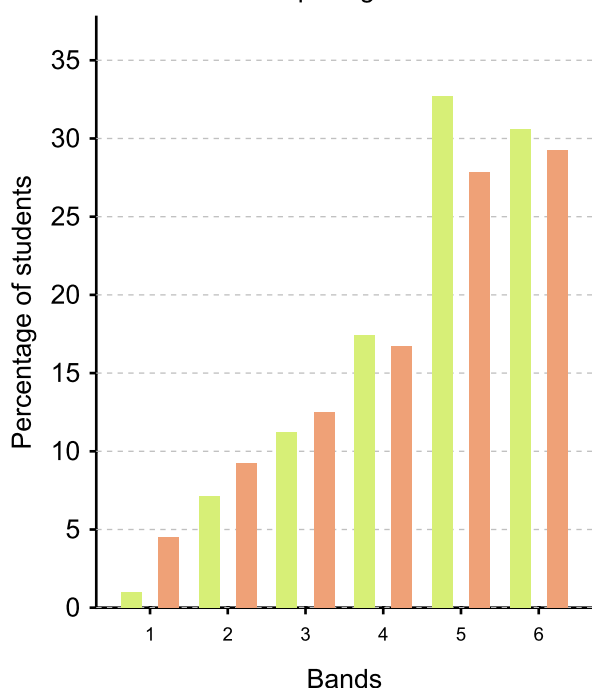
Percentage in bands:
Year 3 Reading



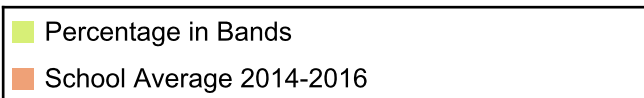
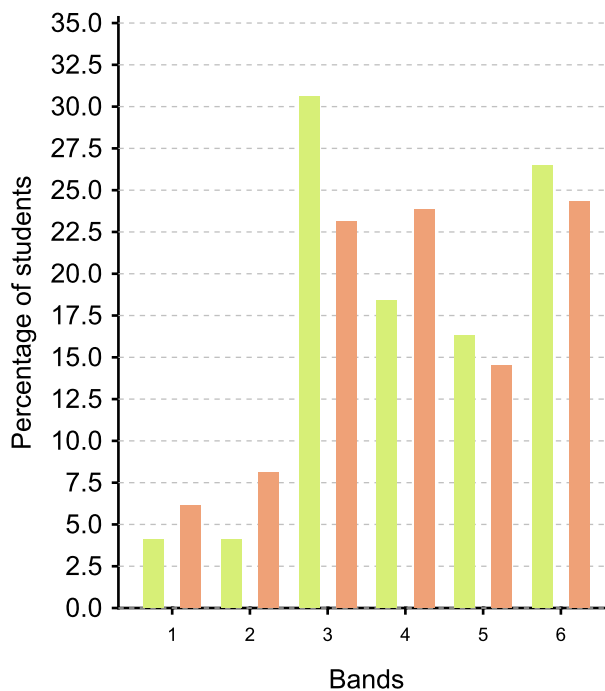
Percentage in bands:
Year 3 Writing



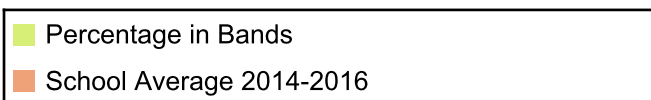
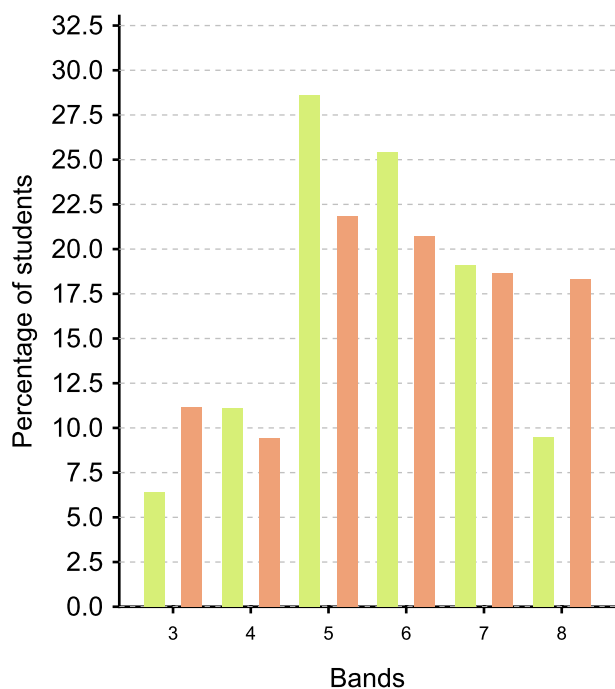
Percentage in bands:
Year 3 Spelling



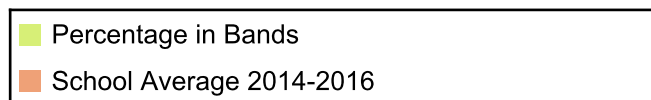
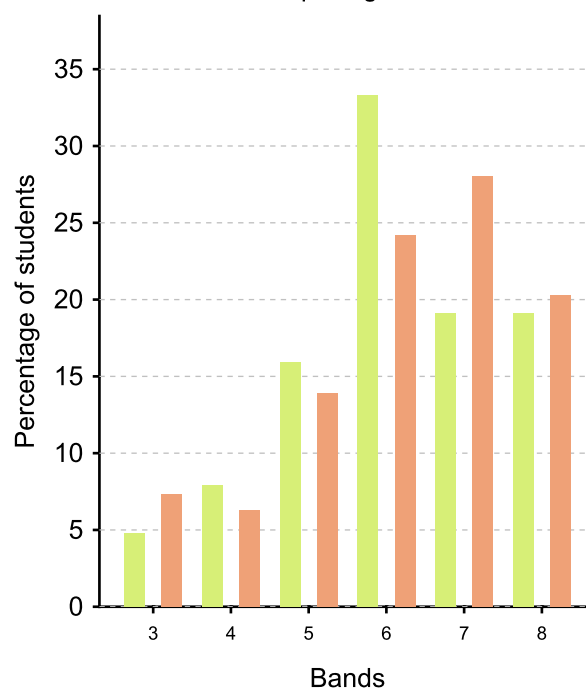
Percentage in bands:
Year 3 Grammar & Punctuation



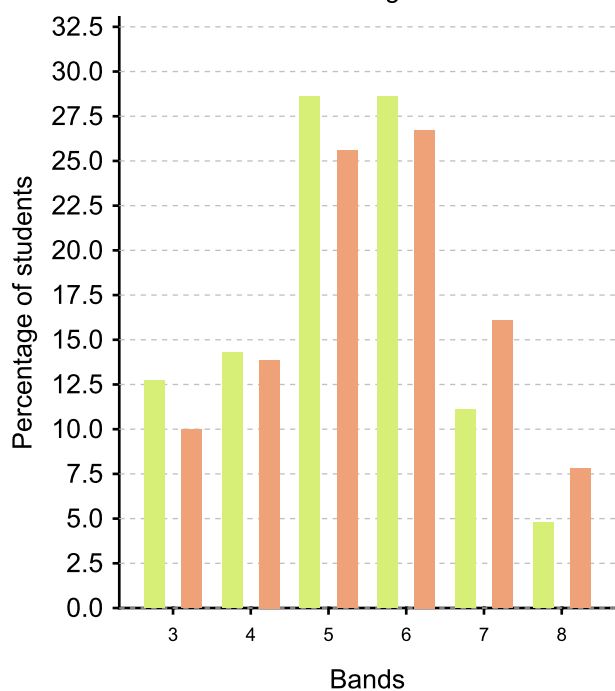
Percentage in bands:
Year 5 Grammar & Punctuation



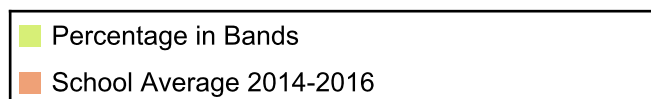
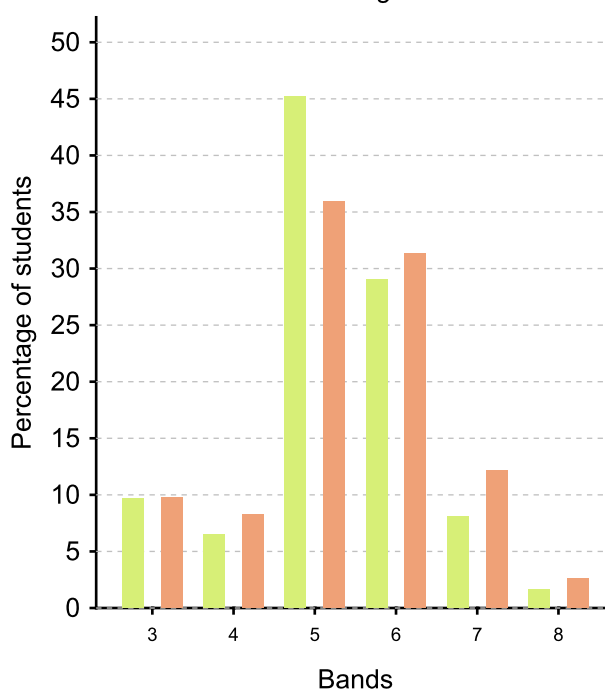
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Year 3 NAPLAN Numeracy

OVERALL NUMERACY: Performance trend is equal to the state and 30 points above the 2015 result. 90% of students achieved above the minimum standard (above Band 1) and 40% of students were in Bands 5 and 6. The school results in all areas were equal to the state average and 30 points higher than the 2015 school

result.

Areas for further development: data collection and graphing; describing and ordering time; using mental strategies and materials for multiplication and division; and applying place value up to five digits.

Year 5 NAPLAN Numeracy

OVERALL NUMERACY: Average school performance is on par with the state average. 87.3% of students achieved some growth against their Year 3 results. 87.2% of students performing above minimum standard. 21% students in Bands 3 and 4 (17.2% in state), this is a decrease of 7.7% on 2015. 29% students in Bands 7 and 8 (30.5% in state)

Areas of strength: division word problems with remainders; continuing multi patterns; interpreting a budget.

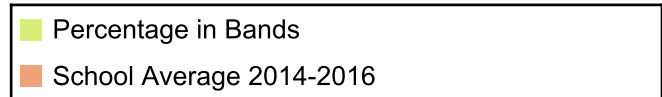
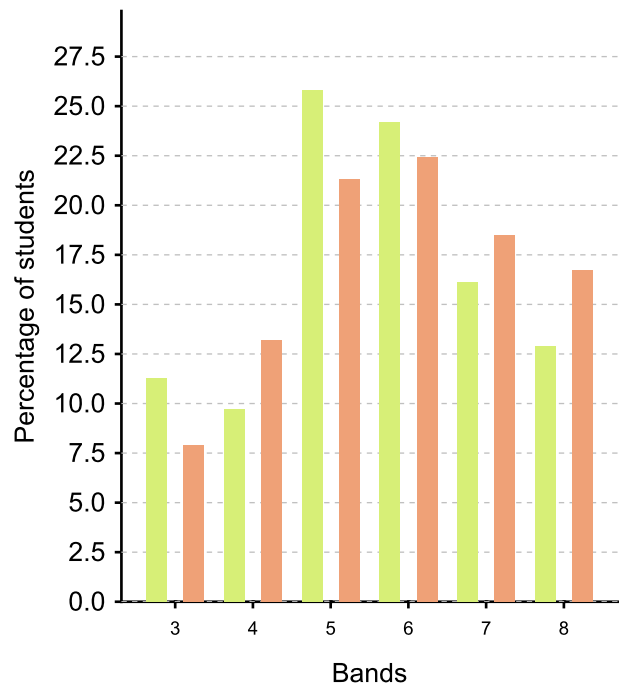
Areas for further development: length– calculating perimeter; 2D – solving problems using symmetry and reflecting and rotating shapes.

Year 7 NAPLAN Numeracy

OVERALL NUMERACY: School trend shows an upward trend of 15.8 scaled points compared to 2015. (22.2 scaled points above state) 13.1% students in Bands 4 and 5 (15.9% in state), this is a decrease of 2% on 2015. 46.5% students in Bands 8 and 9 (31.4% in state), this is an increase of 9.3% on 2015.

Percentage in bands:

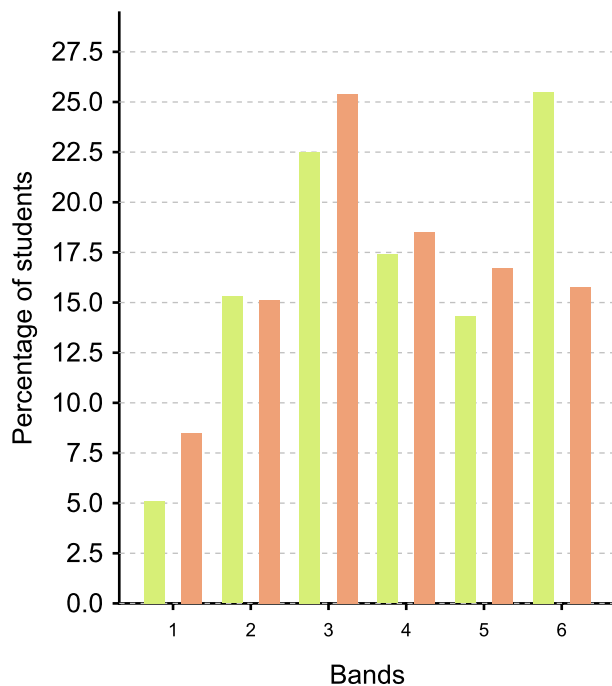
Year 5 Numeracy



The My School website provides detailed information and data for national Literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the

Percentage in bands:

Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

In 2016 the school participated in the "Tell Them From Me" (TTFM) online surveys for students, teachers and parents. This is the first time that the school has participated in this survey. As the data is collected online and collated externally, all survey responses remain confidential.

Student Survey – Term 1 and Term 3 2016

All Year 4, Year 5 and Year 6 students in the mainstream school and IM support class participated in

the surveys (216 students in Term 1 and 231 students in Term 3). More than 80% of students were measured as being "socially, institutionally and intellectually engaged at the school" and the school mean (or average) was higher than the NSW government schools' mean. More than 77% of students indicated that they were institutionally engaged in homework and this is higher than the NSW government norm. Almost 100% of students indicated that they value schooling outcomes and are receiving quality instruction. Less than 6% of students displayed early signs of disengagement, compared with the state norm of more than 10% in the Term 1 survey. In the Term 3 survey, the Year 5 result was slightly higher at 10%, but still below the state norm (12%). In both surveys, the school level factors for engagement, quality instruction, teacher student relations, learning climate and expectations for success were rated at 80% and were higher than state government norms. They participate more in sport but take part in slightly less extra-curricular activities than other state school students. Lidcombe Public School students had a higher sense of belonging, better friendships and higher levels of motivation than NSW government norms. 73% of students expect to go to university.

Partners in Learning Parent Survey – Term 3 2016

32 parents completed the survey. The school has approximately 400 families, so while this sample is not necessarily indicative of the whole parent population, it is representative of the diverse cultural groups and grades (K–6). All parent responses were collated and converted to a 10 point scale (0 – strongly disagree, 5 – neutral and 10 – strongly agree) against seven separate measures: *Parents feel welcome* (8), *Parents are informed* (7.4), *Parents support learning at home* (7.3), *School supports learning* (7.7), *School supports positive behaviour* (8.2), *Safe school* (8.1), and *Inclusive school* (7.8).

The parents were asked two additional questions:

1) *If you were in an elevator and someone asked you to quickly describe our school?* 28 of the responses received were positive. The only negative comment also acknowledged Lidcombe PS as being "a good school". Most responses acknowledged the devotion and dedication of the leadership team and the passionate, caring and committed staff. The school was also described as welcoming, friendly and cohesive by most respondents. Other responses acknowledged the school's commitment to catering for diverse student needs, individual support provided to students, high standards and the school grounds.

2) *What can we do to encourage you to be more involved in the school?* 21 responses were received: Most parents responded that they try to be involved as much as possible, but have difficulty finding time due to work commitments. Parents also requested communication about upcoming events well in advance because of this. Responses also suggested more events where parents can be directly involved with their children, telling parents why they need to be involved in the events organised, directly approaching parents to assist, and organising a suggestion box. One response

stated that the larger cultural groups "stick together" and some students and parents feel isolated. This respondent requested more interaction between the cultural groups so that all students and parents feel included.

Teacher Survey Term 3 2016

32 out of 60 staff members completed the survey. All responses were collated and converted to a 10 point scale (0 – strongly disagree, 5 – neutral and 10 – strongly agree) against "Eight Drivers of Student Learning": *Leadership* (8.2), *Collaboration* (8.5), *Learning Culture* (8.2), *Data Informs Practice* (8.1), *Teaching Strategies* (8.2), *Technology* (6.6), *Inclusive School* (8.4), and *Parent Involvement* (7.4). In the area of "Technology", the highest scores related to the teachers stating that students have opportunities to use interactive technologies (IT) and that they assist them in using IT. The lower scores (5.6 – 5.8) involved teachers using IT to provide immediate feedback to students about their learning and students using IT to measure their progress towards achieving learning goals. While the school has taken action in 2016 to significantly increase access to technology for all students and teachers, students do not have ongoing daily individual access to IT.

Recommendations:

Maintain current school directions and priorities.

Teachers to continue monitoring and providing support for students who may be "at risk of disengaging."

Consider feasibility of parent initiated suggestions to increase parent engagement in supporting student learning.

Continue to increase student access to IT.

Policy requirements

Aboriginal education

In 2016, five Aboriginal students attended Lidcombe Public School, including two students in the special education unit. Students were enrolled in Kindergarten (one student), Year 3 (one student), Year 5 (one student) and Year 6 (two students). The students were all supported in their learning with Personalised Learning Pathways (PLPs) to increase Aboriginal student and parental engagement in learning. The PLPs were developed in genuine partnership with Aboriginal students, their parents or carers, teachers and the Learning Support Team. Aboriginal education consultants were invited by the Learning Support Team to participate in PLP review meetings along with parents/carers and Year 6 students. Average attendance for Aboriginal students was 91.65% (5% increase on 2014 and 2015).

The school's acknowledgement of country was updated to better acknowledge the Traditional Custodians of the land, "The Wangal and Wategora people of the Darug and Eora Nations and the people of the Gandangara

Nation." The school sought feedback from local people and the Aboriginal education consultants in this process.

Our Year 5 student participated in the "Yarn Up" program. This involved a series of training sessions in public speaking at the Powerhouse Museum and State Parliament House, culminating in a celebration day at State Parliament House where she delivered her speech, 'My Identity'.

Our Year 6 student was involved in an indigenous reading program, which culminated in her successfully completing the program to a satisfactory level. She was given an electronic tablet for her personal use in high school and also supplied with a backpack for high school with all the equipment needed supplied by the KARI Aboriginal organisation.

One executive teacher attended a conference about engaging Aboriginal and Torres Strait Islander (ATSI) students and embedding Aboriginal and Torres Strait Islander perspectives across the curriculum for all students at Lidcombe Public School. This staff member in turn provided training to the rest of the staff in these aspects and teachers are expected to document how this is achieved in their teaching and learning programs.

Multicultural and anti-racism education

Multicultural education has remained a focus for our school, demonstrated through the development of skills, knowledge and attitudes that promote a culturally and linguistically diverse society. Intercultural understandings, including Aboriginal and Torres Strait Islander histories and perspectives, are integrated throughout all key learning areas.

English as an Additional Language and/or Dialect (EAL/D)

In 2016, 93% of our school population identified as being from a language background other than English (LBOTE) with more than 40 different languages represented. Students who have English as an Additional Language and/or Dialect (EAL/D), including those who are newly arrived in Australia and refugee students, are supported in their English language development by specialist EAL/D teachers. The school was allocated with five full time equivalent EAL/D teachers.

EAL/D students are assessed throughout the year using the EAL/D Learning Progression and ESL Scales. According to the EAL/D annual survey, 618 students of the 663 school enrolment in mid 2016 had English as an Additional Language/Dialect with 39% of the overall school population at the beginning and emerging phases.

The New Arrivals Program (NAP) provided intensive support for students who recently arrived in Australia and who were within their first 9–12 months of Australian schooling. In addition to providing language support through the NAP, EAL/D teachers engaged in

collaborative programming and teaching with classroom and specialist teachers. EAL/D teachers regularly surveyed classroom teachers and stage supervisors to assess current support models and the effectiveness of targeted areas. Language support was focused on areas of specific need as indicated by class and stage teaching and learning data. Target areas for EAL/D classroom support in 2016 included oral interaction, reading comprehension and sentence writing. In addition to assessment data highlighting the effectiveness of these programs, students also demonstrated increased confidence in the classroom.

Future directions:

Familiarise whole school staff with updated school EAL/D policy;

EAL/D teachers to provide ongoing professional learning around the EAL/D progression at stage team meetings;

Design future focused learning spaces for EAL/D withdrawal rooms;

Purchase more technology with future focused learning funds to enhance specialist programs; and

Develop partnerships with community organisations to supplement school support for refugee students.

Community Language

Community Language (CL) teachers are appointed to teach students for two hours per week in the four largest non-English background language groups in the school: Chinese (six days per week), Korean (five days per week), Turkish and Arabic (both three days per week). Student learning success is measured against the CL syllabus outcomes and supported by the Critical Aspects of Literacy. To enhance the significance of learning for students, CL teachers integrate differentiated Literacy programs with HSIE, Science and Technology and other key learning areas taught by the school's Release from Face to Face teachers. Most students in the school were provided with an opportunity to participate in a popular fifteen week Languages Other Than English (LOTE) program to promote language learning and enhance intercultural understanding and harmony throughout the school. The CL teachers also provided in class support to most Early Stage One students in talking and listening and multi-lingual reading.

The CL teachers support the EAL/D teachers by withdrawing targeted students to provide support in the 'comprehension' aspect of the Literacy continuum, in both the students' first language and English.

The full time Korean and Chinese CL teachers support EAL/D teachers by implementing the New Arrivals Program (NAP) and provide initial one to one support to newly arrived students.

Anti-Racism

Lidcombe Public School celebrates Harmony Day every

day of the school year: multicultural education is embedded in all school programs, policies and procedures, as evidenced in the Tell Them From Me survey results. The school has an anti-racism contact officer elected each year and the very few complaints received in relation to racism are appropriately managed using the school's Discipline Code and/or complaints handling procedures.

Other school programs

Choir

In 2016, the Senior Choir was comprised of 18 students from Stages 2 and 3. The choir performed at numerous school events including Anzac Day assembly, Education Week, Community Celebration Day, Presentation Day and the annual Dooleys Christmas Fair. The choir also performed as a part of the mass choir in the Granville 'Our Spectacular' at the Sydney Opera House. The students demonstrated excellent singing skills as they performed songs in two part harmonies.

Debating

Lidcombe Public School successfully implemented a debating program for Stage 3 students and established an inter-school competition with nearby schools within the Ultimo region. Lidcombe Public School was able to provide seven additional schools with the chance to engage in debating where they did not have the opportunity previously. By providing this program to Stage 3 and opening meetings to Stage 2, students had the opportunity to pursue their interests in public speaking and develop the necessary skills associated in talking and listening. Students developed deeper knowledge and understanding of different forms of persuasive texts. This enabled students to undertake their development in a more engaging manner and saw Lidcombe PS's debating team achieve third place.

Physical Education, Health and Personal Development

Our school's commitment to promoting healthy lifestyles among students remained a priority in 2016. The PDHPE Advisor presented professional learning about the new physical literacy continuum. Teachers immediately responded to this by targeting specific skills, outlined on the continuum, in physical education and sport sessions. Teachers tracked students' current capabilities and future goals using the continuum. Additionally, the new requirement of students having to participate in 150 minutes of planned physical activity per week encouraged teachers to integrate physical education with other key learning areas, particularly mathematics.

As part of our commitment to Live Life Well @ School(LLW@S), the LLW@S team facilitated practical fundamental movement skills (FMS) workshops for staff across our community of schools. These sessions improved teachers' knowledge and understanding of the importance of developing these skills in childhood and also provided engaging lesson ideas to explicitly

teach FMS to students. The school continued with Lifeskills for all students in 2016.

Sport

216 students participated in the Auburn Zone Primary School Sports Association (PSSA) competitions and represented the school in eighteen teams, winning ten premierships. 111 students represented the school at the zone carnivals. Lidcombe PS was the champion school at the Auburn Zone Swimming Carnival, and won the overall championship and percentage championship trophies at the Auburn Zone Cross Country and Athletics carnivals. 32 students represented the school at the Sydney West regional carnivals. One student represented the NSW PSSA at the National Swimming Championships and one student represented Sydney West region in the NSW PSSA State Rugby Championships. Teams were entered in five state knock out competitions.

Students who were not involved in a PSSA team engaged in weekly school sports activities designed to expose students to a range of sports, develop physical and social skills, and promote a healthy lifestyle.

Student Representative Council

Our enthusiastic SRC team includes students from Year 2 to Stage 3.

The SRC Team meet with the student leadership team once a fortnight to raise ideas and concerns that their peers have discussed during class SRC Meetings. The SRC is the voice of the students and their contribution to the school is very important. During 2016 the SRC were active in their support for students by monitoring the Buddy Benches and offering assistance to fellow students on the playground. The SRC also achieved the following in 2016: Fundraising such as Sipahh Straw Day, which raised over \$1000 for Stewart House and Salvation Army; Improved hand washing facilities in the student toilets; Christmas Food Drive – donating tinned goods to the Salvation Army; and co-ordination and support of Walk Safely to School Day.

Recommendations for 2017

The SRC would like to: conduct a playground survey; participate in Project Based Learning to help re-design new playground equipment and some quiet spaces for students; and organise a fundraising event each term for new technologies.

Environmental Education

In 2016, Eco Kids consisted of 32 students from Year 1 to Year 6. Eco Kids aimed to develop students' understanding of planting and maintenance, and to enable them to gain a greater awareness of environmental sustainability. Students volunteered their time to meet once a week to learn about and contribute to caring for the school environment

Amongst some of Eco Kids' achievements were the re-

establishment of worm farms to provide a sustainable source of fertiliser, and several new landscaping projects that involved the planting of native plants around the school. Eco Kids worked with the wider community and received support from the local Bunnings Warehouse and Auburn council. Students were involved in workshops about the importance of worm farms in our school, as well as recycling and reusing every day products. EcoKids contributed to planting on School Tree Day and provided care for these new plants throughout the year.