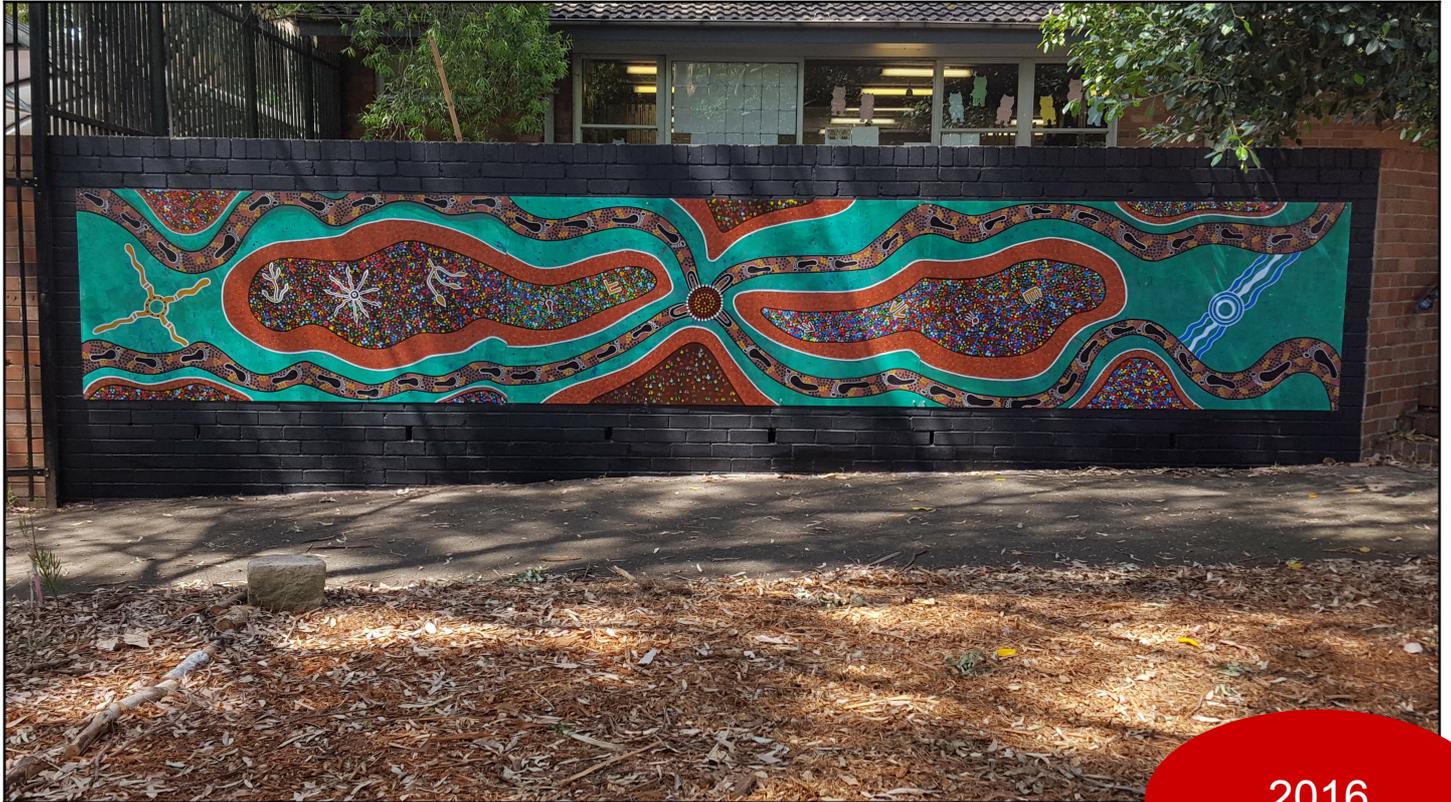


Lewisham Public School Annual Report



2016



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Introduction

The Annual Report for **2016** 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.

Liz Davis

Principal

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Message from the Principal

The positive reputation of our rapidly growing and forward-thinking school continued to expand in 2016 with the strong support of our active parent community, expanding professional networks and partnerships. Students, staff and parents continued to work together in positive ways to support and enrich the school's strategic directions, programs and practices, as we moved into the final year of the 2015–17 School Plan.

We continued to place a high value on school community, underpinned by the core values of diversity, opportunity and innovation to explore, improve, enrich and extend the learning outcomes of our students in an inclusive, creative and collaborative learning environment. We offered breadth and depth in learning opportunities, with an emphasis on high quality and effective evidence based pedagogy in teaching and learning, recognising and building each student's capacities to succeed and attain high level expectations and personal goals. The future-focused learning culture at the school was characterised by teaching that is engaging, flexible and drawing upon best practice, recognising the integral role that regular and quality feedback plays in effective learning and the development of strong identities as learners.

In 2016, enrolments continued to increase. Our high profile school community events, flexible, inclusive & more personalised learning & engagement practices, commitment to talent development and high level repertoire of arts programs, were outstanding achievements. Our school based learning results, in tandem with external data, show evidence of significant growth for individual students and improved patterns of growth for some targeted cohorts of students, building on data throughout their learning journey with us. The dedication and commitment of our hard working and talented students, staff and parents have been integral to this success.

Thank you to everyone in our school community for the outstanding contributions made in 2016, as we continued together to *"Dream It. Work to achieve it"*

School background

School vision statement

Dream it. Work to achieve it.

This message is embraced in our banner statement & involves a growth mindset of imagined possibilities, excellence & achievement for all. Our vision is to provide a creative, forward thinking & inclusive K–6 learning culture responsive to the diverse needs, talents & aspirations of 21st C learners.

Our learning culture values & promotes imagination, confidence, the building of personal capacities & capabilities, the growth of high level literacy and numeracy skills and core academic knowledge. The enrichment of communication, collaboration, creativity, problem solving and critical thinking is embedded in learning for all.

We nurture highly effective & successful lifelong learners who are respectful, responsible & resilient, highly engaged, caring & empathetic local, global and digital citizens.

Diversity Opportunity Innovation

We are connected as learners in an era of rapid change which is impacting the nature of 21st C learning, requiring learners to be highly engaged, flexible, adaptable, multi-modal communicators who can think & act creatively & critically, solve problems, self-manage, work independently & collaboratively with others.

We aim to provide high quality, dynamic and inspiring learning programs and professional practices which provide for diversity, opportunity & innovation in learning. To support this, we aim to create an inspiring, high performing, inclusive & innovative organisational culture. The more personalised approach in the way the school operates continues to be dynamic & responsive to changing needs through its systems, practices & celebration of community.

School context

Background

Lewisham Public School is a smaller rapidly growing inner-west K–6 school catering for the diverse needs, talents & aspirations of students (180 in 2016) supported by a highly engaged & expanding community of local & non-local families. During the period 2012–2014, a number of highly successful initiatives were introduced to further enrich & expand directions in teaching and learning & promote the school's achievements. The school evaluated its key messages, strengths & future directions in consultation with students, staff & its growing community. A school promotion strategy was initiated to enrich community awareness of its high quality & inclusive learning culture and endorsement as a school of choice for local & non-local families.

Recent Growth

During this period, the school began to attract strong interest for its more personalised & forward thinking learning culture as well as specific initiatives such as its Ready for School program, its highly acclaimed arts initiatives and community events as well as its explicit stance on inclusive education, providing for differentiation, more personalised learning pathways & talent development opportunities. By 2014 enrolments were increasing across all grades with an unprecedented number of families seeking enrolment into Y3 for 2015. Increases led to the formation of two additional classes at the start of 2015 and another in 2016. This led to three new permanent teaching positions and the expansion of the school leadership team: an Assistant Principal in Term 4 2015 and another Assistant Principal in Term 4 2016. Also in 2016, the Teaching Principal position became a non-teaching position.

Current Situation

As the school's enrolments continue to grow the local urban landscape around the school continues to change with new apartment buildings in construction near the school. At the end of 2014, in consultation with the school's P & C, the NSW Department of Education expanded the school's catchment area to accommodate this change. The school is located on a large site, currently shared with the N.S.W. Department of Education's Arts Unit. In 2012 the school established a Before and After School Care facility (Jigsaw OOSH) to support the growing needs of families within the school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

In the domain of **Learning** findings from self–assessment show that for each of the elements, the school is sustaining & growing, with evidence it is delivering in school performance measures. In 2016 this also reflected the diversity and complexity across the year's cohort of learners. In the domain of **Teaching** findings from self–assessment show that for each of the elements, the school is sustaining & growing, with evidence it is excelling in collaborative practice. In the domain of **Leading** findings from self–assessment show that for each of the elements, the school is sustaining & growing.

Our findings from self–assessment using the **School Excellence Framework** show the following evidence.

LEARNING DOMAIN

Learning Culture Learning priorities were strengthened through positive, respectful relationships among students, staff and parents, positive student wellbeing and engagement. Processes to identify and monitor special, additional or complex needs were refined through **Adjusted Learning Plans** with regular parent consultation through the Learning & Support Team, involving health professionals, teachers and advisors. The **Volunteers in Partnership** program continued to enrich the learning culture with parents and community members – as tutors, artists in residence as part of the **Visual Arts Fiesta** and volunteers in the indigenous garden program. The **Community Consultation** with indigenous families regarding the design and installation of the indigenous mural was a feature of 2016's successful engagement of community. Three way parent–teacher–student interviews were held at the end of Terms 1, 2 & 3 with parent involvement in goal setting with students.

Wellbeing The school's whole–school approach to well–being through its Fair Discipline Code (based on the model known as Positive Behaviour for Learning) badged as **Positive Choices for Learning** at our school, was embedded in practices in learning spaces and at play, with clearly defined behavioural expectations and a positive focus on personal choice and responsibility. Documentation features charts, messages and regular monitoring. Quality teaching and support practices drew from the Well–Being Framework, providing opportunities for students to connect, succeed and thrive, addressing personal needs, adjustments and capacities through **Adjusted Learning Plans** (ALPs), the use of adjustment levels from the National Disability Data collection in learning programs, evidence of differentiation strategies and expansion of the talent development enrichment program. **Health Plans** were in place for targeted students. Student leadership initiatives were in place through the **Student Representative Council (SRC)**; **the Buddy Leadership Team**; and some learning plans for targeted students.

Curriculum and Learning Curriculum provision was enhanced by learning alliances with other schools and organisations. This included a **Community of Engagement** with Dulwich Hill Public and Dulwich High School of Visual Arts and Design, with regular leadership network meetings, exchanges and visits. High school students supported the school in a number of programs, while our own students benefited from transition visits to the high school. **Global Connections** occurred with educators from China and Japan, including internship arrangements for student teachers. Other links included the Arts Unit; Directions in Music; NSW Japanese School; Billyara Indigenous Art; and Fit Futures. **Adjusted Learning Plans** were in place to support transitions to our school and to others with use of three way interviews, formal reports, the work of the **Learning and Support Team**, **Learning Areas Trackers** and **21st Century Trackers**, informing teaching programs.

Assessment and Reporting The school developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports included specific information about individual learning achievement, success criteria and areas for growth, discussed with parents. The school analysed school performance data and a range of other contextual information about the 2016 cohort. Parents received regular information about student progress through three way parent–teacher–student conferences three times per year; formal reports twice per year and the work of the **Learning and Support Team**. In addition, teachers used sources such as the **Learning Areas & 21st C Trackers database**; **Adjusted Learning Plans**; formative and summative assessment used to inform programs; pre and post testing practices; school–based assessment data analysis spreadsheets; use of data summary sheets and Smart Data; and the **Learning and Support database**.

Student Performance Measures The school achieved sound value-added results, based on analysis of school-based assessments for targeted individual students and groups within the cohort. With regard to external performance measures, a small and diverse cohort in 2016 reflected a broad range of need and ability, including students with complex or additional needs. 2016 data shows students are at about expected levels in comparison to similar schools. Using the School Excellence Framework, the value-added measure of students' results between Year 3 & Year 5 is in the 'sustaining and growing' range, with Kinder to Year 3 and Year 5-7 in the 'delivering' range.

TEACHING DOMAIN

Effective Classroom Practice Teachers used analysis of internal and external data and student feedback to evaluate teaching practices and programs and review learning targets for students. **Adjusted Learning Plans** and programs reflected the flexible practices and differentiated approaches required for targeted individuals and groups. Teachers provided explicit, specific, formative feedback to students on how to improve, with programs showing common elements of design and evidence-based practices connected to research, **the Quality Teaching Framework** and the **What Works Best** matrix. Classroom practices showed quality differentiated teaching strategies and levels of adjustment for students with special or additional needs. Cycles of evaluation to inform effective classroom practice were evident through regular reading benchmarking, use of the literacy and numeracy continuums, goal-setting through the Together For Learning conferences with students, teachers and parents and formative assessment tools such as exit slips, surveys and end of unit reflections.

Data Skills and Use Teachers used data analysis in their planning for effective learning. Varied assessment tools were used regularly to help monitor student progress and to identify skills for improvement and extension, including PM Benchmarking, the Macqlit suite of diagnostic tools, SMART data, multiple intelligences profiling and the use of Best Start and PLAN data. Teachers worked towards increasing the value added and growth measures of their students through collaborative programs based on assessed needs and data collection. They shared assessment practices, gathered pre and post test data, consulted with the Learning & Support team and obtained targeted or specialised assessment data where available from other sources. This increased the capacity of staff to draw on a range of data to make consistent teacher judgements based on collected evidence.

Collaborative Practice Teachers worked together to model and improve teaching and learning practices through team-teaching, collegial and shared programming and visits to classrooms to observe and provide feedback as part of **Performance Development Plans (PSPs)**. **Quality Teaching Rounds** were launched in 2016 to provide focused observation, mentoring, coaching and reflection to improve teaching practices and build instructional leadership capabilities amongst staff. The school identified and distributed staff expertise to further enrich leadership capacities and provide for quality collaboration and instructional leadership in whole school programs and events such as Harmony Day and the Arts Fiesta. There was high level evidence of collaborative programming/planning and teaching practices across stages. Performance Development Plans (PDPs) included collaborative processes and team meetings for feedback and goal setting. Teachers shared formative assessment practices and data across stages and programs. Professional Learning (PL) buddies/mentors were in evidence as was team attendance at PL events where possible. Initiatives in flexible learning spaces promoted improved collaborative practices for teachers and students. **Adjusted Learning Plans** were implemented using collaborative planning and review practices facilitated through the Learning Support Team.

Learning and Development Teachers actively shared learning from targeted professional development through their stage teams and at whole school meetings. An instructional leadership model involved the Assistant Principals leading professional learning in the school context with regard to Quality Teaching and Learning and Support. There was a strong focus on interventions in literacy through Macq-Lit, Spell-it and Mini-Lit and through adjusted learning practices for students with special or additional needs. Learning & Support updates were tabled at regular staff and stage meetings. Programs and practices were discussed collegially. In addition to compliance training and well-being directions as per the Department's schedule of mandatory training, there was targeted professional learning in **Quality Teaching Rounds; Learning Intentions Success Criteria; Gifted and Talented Education; Formative Assessment** and the **Learning Management and Business Resource (LMBR)** introduced in 2016 and involving administration and teaching staff.

Professional Standards Teachers demonstrated responsibility, adaptability and ethical practice in working towards the school's goals and strategic directions. They worked beyond their classrooms to work in teams and contribute to broader school programs such as the **Visual Arts Fiesta**, the **Ready for School Program** and the school's community events program. The K-6 **Distributed Leadership Grid** showed both breadth and depth of contributions to broader programs and initiatives. **Performance and Development Plans (PDPs)** reflected professional standards and progress towards personal goals and school directions including accreditation plans for targeted staff.

LEADING DOMAIN

Leadership The innovative distributed leadership model at the school showed negotiated leadership roles for all staff to share expertise and for capacity building. Surveys, meetings, conferences and interviews were used to gain feedback from students, staff & parents to invite regular feedback about initiatives and school directions. New on-line facilities provided more immediate feedback through Google Forms. Regular reflection practices were embedded in term planning

with staff. Positive and productive links with the **University of NSW** were established through the **Ignite the Spark Fuel the Fire** conference with continued links with **Harvard University's Project Zero Network; Directions in Music; Petersham TAFE; JigsawOOSH; the Arts Unit; and Billyara Indigenous Art**. A second Assistant Principal was appointed to the school in 2016, while the growth of the school ensured the teaching Principal position became non-teaching, further enhancing the leadership and school management capabilities of the leadership team.

School Planning, Implementation and Reporting Reflection and improvement were embedded practices of operation and professional dialogue at staff meetings, performance and development conversations and professional learning activities. The school plan and its strategic directions were evident in programming guidelines, the work of the Learning and Support Team and professional learning workshops, such as the "Let's Get Visual" workshop in July, where the school plan was deconstructed into its strategic parts. The use of milestones, data trackers, project evaluations, budget reviews, evaluations of **Adjusted Learning Plans** and practices and analysis of school-based reports and external data contributed to an ongoing evaluation of progress towards improvement.

School Resources The appointment of a second Assistant Principal in 2016 was based upon selection criteria to support directions in the School Plan. High quality collaborative leadership practices were shared across stage teams and projects through the use of an instructional leadership model involving both Assistant Principals. **The Learning Spaces Public Places** initiative entered Phase 2 in 2016, with support from a community grant obtained by the P & C, for the enhancement of the outdoor garden, artspace and play area to better support future focused pedagogy, promote and be inclusive of indigenous culture and establish a flexible outdoor space for multi purposes, while also promoting environmental sustainability and best practice.

Management Practices and Processes

Students, staff and parents provided feedback on school practices and procedures through surveys, meetings, emails, interviews & three-way conferences. Online Google forms replaced the previous hard copy sources of feedback for more efficient and accessible means. The Volunteers in Partnership (VIP) program provided high level engagement of parents, carers and community members and new means of in-person communication and feedback through the tutoring program, parent-run workshops and the community consultation project with the indigenous community. The Learning Management and Business Resource (LMBR) was introduced in 2016 and involved training for the leadership team, administration and teaching staff. New procedures and practices in finance, management and administration were introduced to the school community and evaluated for future impact, additional training and targeted support. Additional training for the School Administration Manager and the School Administration Officer (relieving) was financed by the school, along with additional support and specialised consultancy to assist in implementation and problem-solving for future capacity building of the administration and leadership team.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our 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

Learning

Purpose

To promote a more personalised and future-focused approach to learning, in an inclusive, responsive & differentiated culture of high expectations, excellence, growth & success for all, as active lifelong learners.

To grow and enrich high level literacy and numeracy skills.

To deliver forward-thinking & innovative programs & practices, catering for diversity & opportunity in learning, valuing imagination, multiple intelligences, talent development & social capability in a broad range of contexts.

To ensure that 21st C learning skills & strategies are nurtured along with core academic knowledge, through a focus on communication, collaboration, creativity, critical thinking/reflection and self-management ("the 4CS") and challenging learning experiences becoming more project-based, integrated & technology embedded.

Overall summary of progress

Differentiation & Personalised Learning Class programs showed explicit evidence of differentiation. This included a range of personalised approaches for learners requiring adjusted support & enrichment, including high potential learners supported through professional learning initiatives for teachers through study at UNSW (Gerric). Digital work samples were promoted through stage blogs and the pilot of Class Dojo Blog. Adjusted Learning Plans for targeted students were developed through the Learning Support Team using National Disability Adjustment levels where applicable. Adjusted, assisted &/or accelerated learning pathways continued across and within stages, including cluster groups for high potential learners. The Instructional Leadership Model through Learning and Support, team-teaching initiatives, mentoring and Quality Teaching Rounds, resulted in more explicit use of student profiling, learning intentions, success criteria, formative and summative assessment data to inform learning targets, programs and teaching decisions.

Literacy and Numeracy Teachers used K-6 literacy & numeracy continuums to benchmark, assess & plan for improved learning. Regular use and tracking of the PM Benchmark tool assessed reading progress across the school. Learning interventions strategically targeted reading, writing and spelling and included: MacqLit SpellIt and MiniLit staff training, resourcing and staffing supplementation. Targeted tutoring and learning assistance interventions as part of the Volunteers in Partnership (VIP) program, were highly effective for targeted students.

Innovation in Learning More personalised approaches to the needs and talents of learners became evident in programs, class and playground practices and through Together For Learning conferences with parents, teachers and students. The Learning Intentions Success Criteria (LISC) initiative led by one of the Assistant Principals, began to impact programs and conversations with teachers, parents and learners. Project-Based Learning became consolidated in Stage 3 through a team-teaching focus in science. The Learning Spaces and Public Places initiative continued at class level with flexible design elements and use of furniture for differentiated and multiple purposes. Expansion of the Talent Development & Enrichment program (known as Shine) continued with an additional Band planned for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved levels of achievement & growth for all students in targeted & negotiated learning goals using collected evidence at designated periods throughout each year. Collected school based evidence shows at least 75% K-6 achieving or exceeding "sound" with increasing numbers achieving "high" or "outstanding" as measured by rubrics & bench marking trackers.	Analysis of end of year assessment data for students in Years 1-6 shows: In English 77.7% of students were assessed as performing at a sound (Grade C) level or above. 38.1% were performing at a high (Grade B) or outstanding (Grade A) level. In Mathematics 84.2% of students were assessed as performing at a sound (Grade C) level or above. 43.9% were performing at a high (Grade B) or outstanding (Grade A) level. In the areas of Science, Human Society and its Environment, Physical Education, Health and Personal Development; and the Creative Arts, more than 87% of students in each area were assessed as performing at a sound (Grade C) level or above. In Science 46.0% were performing at a high (Grade B)	\$28,500

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Improved levels of achievement & growth for all students in targeted & negotiated learning goals using collected evidence at designated periods throughout each year.</p> <p>Collected school based evidence shows at least 75% K–6 achieving or exceeding “sound” with increasing numbers achieving “high” or “outstanding” as measured by rubrics & bench marking trackers.</p>	<p>or outstanding (Grade A) level. In Human Society and Its Environment 36.0% were performing at a high (Grade B) or outstanding (Grade A) level. In Physical Education, Health and Personal Development 54.0% were performing at a high (Grade B) or outstanding (Grade A) level. In the Creative Arts 49.3% were performing at a high (Grade B) or outstanding (Grade A) level.</p>	
<p>Students achieving targeted goals, noted in Individual Learning Plans and/or Together For Learning conferences.</p>	<p>Qualitative data collected shows targeted goals & progress in Individual or Adjusted Learning Plans; at Together for Learning (TFL) conferences; & through Learning Intentions Success Criteria (LISC) initiatives, through the Instructional Leadership model.</p>	
<p>NAPLAN data shows at least 75% Y3 & Y5 achieving “proficiency “ or above in targeted aspects of literacy & numeracy with increasing numbers exceeding minimum standards; 100% achieving or exceeding minimal average growth Y3 to Y5.</p>	<p>2016 NAPLAN data represents a small and broadly diverse cohort, some with additional or complex needs. Data shows evidence of proficiency levels in Year 3 and Year 5, with some students in Year 5 exceeding expected growth targets for 2016. Targets achieved by the previous 2015 cohort however, could not be achieved for some students within 2016’s cohort, emphasising the need to be cautious about comparing different groups of students, and within a small sample size.</p> <p>Benchmarks achieved in 2016 included 100% of Year 3 students at or above minimum standards in all areas of literacy and numeracy. 89% of Year 5 students achieved at or above minimum standards in all aspects of literacy (11% representing one student) and 82% at or above minimum standards in numeracy. Of the 13 matched students in Year 5, up to 54% achieved or exceeded expected growth from Y3 to Y5, in all areas of literacy, with 38.5% in numeracy. Adjusted learning plans show specific needs, goals and benchmarks of progress for targeted students in this cohort.</p>	<p>\$15,375</p>
<p>Class programs, teaching & formative assessment practices embed differentiation, 21st C pedagogy (eg. 4CS) & digital citizenship.</p>	<p>Class programs show differentiation, learning adjustments & have begun to use Learning Intentions & Success Criteria (LISC) pedagogy. Project-based Learning, Genius Hour & Bring Your Own Device (BYOD) were a focus in Stage 3.</p>	
<p>Students reflect regularly on their own learning using quality feedback from teachers and their own self assessments to achieve personalised goals.</p>	<p>Students have reflected online about their learning goals & achievements, shared also at three-way Together for Learning (TFL) conferences (three a year). Teachers have provided feedback about students' goals at these conferences. Learning & Support reviews, interviews & reports have also given feedback to students for their reflection & planning. Increased evidence of use of diverse formative assessment techniques in classes to</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students reflect regularly on their own learning using quality feedback from teachers and their own self assessments to achieve personalised goals.	provide more regular & personalised feedback to students about learning goals & strategies. eg Growth Mindset; Positive Choices for Learning; Class Dojo; LISC; visual cues; scaffolded actions; reflections; exit slips	
Expansion of talent development & enrichment programs.	Talent Development & Enrichment programs included the School Band (with an additional planned for 2017) Recorder Ensemble, Drama Company, Schools Spectacular & Proms Choirs, Chess, Netball, Cricket, Soccer, NRL, Gymnastics, Athletics, the Green Team (local Citizenship Award Winners), the Visual Arts Fiesta & the Together for Humanity Youth Summit team.	\$11, 575

Next Steps

Differentiation and Personalised Learning:

- Student profiling & personal plans for all students, to include literacy & numeracy targets, multiple intelligences, well-being, personalised goals & success criteria.
- Focus on high potential learners with increased opportunities for clustering across the school & through the school's Aspire program.
- Increase visible collation of across-school evidence of profiling and cyclical progress data.
- Launch Class Dojo Blog across school to showcase learning in action.
- Show increased visible evidence of student reflection practices about their learning.
- Implement action research projects: Multiple Intelligences as part of the study requirements of Harvard's Project Zero on-line course involving all staff; and Spirals of Enquiry *Community of Practice* to further investigate connections between student engagement & learning in practice.

Literacy and Numeracy:

- Strategic interventions in literacy to continue through supplementation to the Learning Assistance allocation, the VIP tutor program, use of MiniLit, Spell-It & Macqlit resourcing, instructional leadership mentoring, modelling & team teaching.
- Review whole-school action plan for numeracy & problem-solving in maths through instructional leadership, collaborative practices, targeted interventions & professional learning.
- Revise & action the CESE guidelines introduced previously: What Works Best-Evidence Based Practices.

Innovation in Learning:

- Continued focus on Learning Intentions Success Criteria; visible learning & practices to ensure consistent teacher judgement.
- Share best practice through *Community of Engagement Dulwich (COED)* ; & *Community of Practice: Spirals of Enquiry* linking with schools through the *Network of Inquiry and Innovation*, to investigate & improve levels of student engagement in learning.
- Explore other professional learning opportunities through these networks & others.
- Review Tell Them From Me student surveys, Positive Choices for Learning & the Well-Being Framework.
- Action Growth Mindset – next phase across the school; & make links with personalised strategies, effort & attitude.
- Consolidate action plan for next phase future-focused pedagogy: STEAM/STEM models for trial.
- Embed Talent Development & Enrichment programs
- Action Learning Spaces Public Places – next phase

Strategic Direction 2

Teaching & Leadership

Purpose

To enrich teachers' professional practices, confidence, capacities & capabilities, to deliver and lead high quality, inclusive, differentiated & innovative learning programs & provide quality & explicit feedback to students about their learning.

To build & enrich the leadership & problem-solving capacities of staff in an innovative learning culture of collaboration, reflection & improvement.

To provide innovative student leadership opportunities to support the dynamic learning culture.

Overall summary of progress

Professional Learning & Distributed Leadership Professional learning supported negotiated individual professional learning, strong collaborative and shared practice and learning in the school context, high quality external professional learning opportunities, evidence-based best practice & strategic directions. Leadership was distributed across the school with roles negotiated around talents and capacity building. . The appointment of a second Assistant Principal further enriched the school culture and the capacities of the school leadership team to action the growing school's strategic directions. All teachers and school leaders documented Professional Development Plans (PDPs) negotiated with supervisors. Plans aligned with personal goals and the school's strategic directions. Instructional leadership capabilities of targeted teachers and school leaders were used to model, mentor and build teaching and leadership capacities through Learning and Support, Quality Teaching Rounds, mentoring, team-teaching and collaborative practices across and within stage teams. Innovative student leadership opportunities continued to grow, culminating in the Together for Humanity Youth Summit.

Innovation in Teaching Instructional leadership through Learning and Support initiatives in adjusted learning, strategic interventions in formative assessment and Quality Teaching Rounds facilitated improvements in best practice pedagogy, a collegial supportive culture and collaborative programming. Team-teaching across and within stages, mentoring, classroom observations, walk-throughs and program sharing supported professional learning in best practice targeted areas of guided reading and writing, quality teaching pedagogy, the arts, classroom management, design thinking, flexible uses of learning spaces and furniture and Project-Based Learning. Teachers tracked identified 21st C skills as part of regular assessment, reporting and programming practice.

Networking and Critical Friends The school grew its network of professional mentors, supporters and critical friends to further enrich teaching and leadership opportunities. Through its Global Connections project, it hosted visits from Chinese educators and students and held online conversations with Japanese schools & tertiary mentors regarding reciprocal arrangements for future links and visits, led by the school's Japanese teacher. Through the At Lewy's Place initiative, the school went on to host a Japanese internship program for six student teachers from Japan providing teacher mentoring and development opportunities. It also hosted an internship for two student teachers from the University of Western Sydney (UWS). Critical friends supporting and working with the school to improve and enrich opportunities included UNSW (GERRIC) through the leadership team's participation in its Mini Certificate of Gifted Education & its offer for the school to present at its *Ignite the Spark Fuel the Fire Conference*; (postponed due to misadventure); Harvard University through ongoing online & in-person links with Project Zero; Community of Engagement Dulwich (COED); Fit Futures; Directions in Music; NRL; The Arts Unit (TAU); JigsawOOSH and the NSW Japanese School on site. A number of online networking opportunities included individual staff participation at webinars, videoconferences and various social networking links with educational organisations, learning alliances and professional associations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers have developed professional learning plans with evidence to show reflection, progress and future goals, addressing personal needs & aspirations & aligning with the school plan, professional	Performance and Development Plans were negotiated around personal goals and strategic directions, were self-assessed mid-year using a team approach and reviewed at the end of the year. Plans reflected professional standards in teaching & leadership and supported the inclusive, differentiated & innovative learning culture.	6000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
standards & frameworks.	Performance and Development Plans were negotiated around personal goals and strategic directions, were self-assessed mid-year using a team approach and reviewed at the end of the year. Plans reflected professional standards in teaching & leadership and supported the inclusive, differentiated & innovative learning culture.	
Leadership opportunities for all teachers are diverse & differentiated to facilitate leadership capacity building, strategic partnerships & the school's innovative learning culture.	Teachers, the Assistant Principals and Principal were provided with opportunities to develop their leadership capacities and to reflect on their learning with others. A leadership matrix of negotiated roles shared expertise and capacity-building opportunities across the school. The school's leadership team took on instructional leadership roles in Learning and Support, Quality Teaching & the Arts; & shared whole-school leadership, Learning & Management Business Resource (LMBR) & well-being initiatives. This included leadership of school events & programs, such as the Volunteers in Partnership (VIP) initiative & the Community Consultation indigenous project; shared leadership of professional learning; the coordination of stages and/or programs; & networking within & outside the school community.	9000
Leadership opportunities for students are diverse & differentiated, showing increased numbers of students involved in different types of leadership initiatives.	Student leadership opportunities were differentiated around broader domains of capacity-building or interest. Projects included: Student Representative Council (SRC) involving executive and class representatives; the Green Team (local Citizenship Award winners) who led sustainability initiatives; the Buddy Leadership Team who supported new Kindergarten students in the Ready for School program; Band, Choir and Drama leaders who assisted in ensembles and became advocates for programs; and peer support buddies across the school who worked with or supported students with special or additional needs in learning or at play. The SRC Executive showed diversified skills and capacities through a school-based film project as part of the inaugural Together For Humanity Youth Summit at state parliament.	1800

Next Steps

Professional Learning & Distributed Leadership

- Further extension and enrichment of Professional Learning model to reflect changing needs and priorities with a continued focus on collaboration, accountability problem-solving capacity building and best-practice pedagogy in teaching, future-focused personalised learning, student voice/reflection and innovation
- Spirals of Enquiry; Multiple Intelligences; Growth Mindset; WellBeing Framework and Evidence-Based Best Practice CESE suite
- Review, revise consistent teacher judgement practices around student reflection, engagement, learning intentions and success criteria
- Review, revise assessment and reporting protocols, inclusions to ensure consistency and currency of purpose
- Perspectives on leadership of innovative learning cultures, with increased opportunities for teachers and school leadership team to take on new challenges, network with other leaders and enrich leadership capabilities
- Involvement of students in expanded leadership opportunities and initiatives

Innovation in Teaching

- Action plan for consolidation and extension of Instructional Leadership models, Quality Teaching Rounds,

instructional rounds, collaborative shared practices, walk-throughs, observations, negotiated videobytes for self reflection or feedback, mentoring and team teaching, Spirals of Enquiry

- Action plans for STEM/STEAM, Growth Mindset and personalised learning profiling and progress
- Action plan for future-focused Learning Spaces, Public Places to continue into its next phase

Networking, Critical Friends and Partnerships

- Continue to expand, grow and connect its network of professional mentors, supporters and critical friends to further enrich teaching and leadership opportunities.
- Communities of Interest, Engagement and Practice, through online and in-person opportunities
- Propose learning hub initiatives for shared ideas, practices and reflection

Strategic Direction 3

School Culture

Purpose

To ensure the school continues to be known for its more personalised approach in the way it operates placing at its core respectful & responsible relationships, high expectations, capacity building, community engagement & celebration.

To showcase the school as a school of excellence.

To ensure the innovative learning culture of the school is supported by its physical environment, policies, systems & procedures which are dynamic & responsive to changing needs.

To build positive & reciprocal partnerships within & beyond the school community.

Overall summary of progress

Partnerships There were expanded partnerships to build reciprocal arrangements to enrich the school culture. The **Volunteers in Partnership (VIP)** program included parents and volunteers as partners in events and programs, as tutors to support learning interventions and co-leaders of targeted projects such as the indigenous garden and mural. The school's **Well Being Program** included volunteer tutors in Primary Ethics and Scripture. The **High School Links** initiative involved weekly volunteers from Dulwich High School of Visual Arts and Design (DHSVAD). On site partnerships with regard to shared spaces, resources, policies, protocols, mutual support, reciprocal arrangements and communications continued with the **Arts Unit (TAU)**, **JigsawOOSH**, **Directions in Music** and the **NSW Japanese School**.

The **Parents and Citizens Association (P & C)** led fund-raising initiatives, resulting in the purchase of 16 additional laptop computers for flexible use across stages and donations to the school's Inclusivity Assistance Fund and the Year 6 annual celebrations. Events included social gatherings, a school fete and Bunnings fund-raising barbecues. Significant achievements included the ongoing success of the weekly canteen at recess and lunch run by volunteers; the Community Grant (\$33,000) through the Inner West Council, led by the P & C in collaboration with the school to support the further development of the school's indigenous garden, artspace and mural; and Phase 1 of the School Community Playground Survey for future action and potential financial support

Community Engagement Events and initiatives continued to engage community involvement and participation, promote school achievement and enrich the school culture. These included **Ready for School** Information Nights, Tours and Transition Program (from June 2016); **Annual Arts Festival** (Visual Arts Fiesta in 2016); **Indigenous Community Consultation Project** (garden, mural, smoking ceremony opening); **Community Events Program** (eg. assemblies, band concerts, Harmony Day, Grandparents' Day, Proms Choir and Schools Spectacular, Celebration of Learning) and **Learning Spaces Public Places** (community and business interest, volunteer time and assistance.).

Communications Strategies The expansion & continued streamlining of efficient digital communications strategies and organisational systems and practices continued. The school **APP**, **email and website** service became embedded. **Google** forms and notes were introduced for improved efficiency. The **Class Dojo Blog** service was piloted as an additional communications tool, showcasing learning in action and providing for short message feeds from teachers and tracking of replies from parents in response to posts, leading to its proposed expansion across the school in 2017. The **Learning and Management Business Resource (LMBR)** Phase 1 of training occurred in 2016 for office staff and the school leadership team, preparing for its Phase 2 launch in 2017 to transform finance, administration and school management procedures and protocols.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Expanded promotion of the school and the high quality achievements of its students, staff and community.	School promotion strategies & materials were streamlined as numbers grew & local enrolments increased. Improved communications systems such as online APP, email & website services, systems & protocols replaced traditional hard copy	5800

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Expanded promotion of the school and the high quality achievements of its students, staff and community.	publications, facilitating smart phone communication, faster access to information & registration for school and community events. Google forms replaced hard copy permission notes & surveys making things more efficient & easier to track for both the school & the community. The highly acclaimed Lewisham Showcase program continued to promote quality community events such as P & C school fete, Harmony Day & the Visual Arts Fiesta, all of which attracted large crowds, local & beyond. Ready for School Information Nights, tours & transition programs became more streamlined to accommodate increased numbers. High profile achievements such as the Green Team's Award for Citizenship (Ashfield Wests) & the student leaders' involvement in the Youth Summit at state parliament were highly praised, as was the Arts Fiesta's Smoking Ceremony led by elders & acknowledging indigenous heritage & inclusion. Many new families also noted the high quality recommendations of parents already enrolled at the school with high levels of satisfaction with quality teaching, learning, co-curricular opportunities, leadership & strong community spirit.	
Positive and reciprocal partnerships expanded within and beyond the school community.	Positive & reciprocal working partnerships & networks were consolidated as described above, further enriching its inclusive culture, programs & directions. Community engagement initiatives expanded awareness of & involvement in the school culture, its ethos & achievements.	5000
Improved finance, administration and communications systems, policies and protocols	The LMBR system was introduced across our network of schools in Semester Two, with a series of intensive in-person workshops & online training in the transition to new online financial & management procedures & protocols. The school provided additional resourcing for training as required for the school team: the School Administration Manager, R/School Administration Officer, Assistant Principals & Principal. Additional consultancy support was negotiated to supplement professional learning & facilitate the achievement of goals & timelines. Allocation for SAO supplemented one day a week	20,000
Increased enrolment enquiries resulting in the growth of student enrolments.	There were increased enrolment enquiries from both local & non-locals. Actual enrolments in 2016 resulted in an additional class & an additional Assistant Principal position. Figures suggest enrolment numbers are expected to increase annually. The Ready for School program catered for two full classes from June through to November & were sustained. Across-school enrolments in other grades also increased.	

Next Steps

Partnerships

- Continue to consolidate and expand partnerships with volunteers, organisations, tertiary institutions, businesses and others to build reciprocal arrangements and support for the school culture and its community

- Continue to work in partnership with the P & C, the broader parent and school community, partners on site, the local community and beyond, to grow and extend the school culture and the directions of the school through a review of its 2015–17 School Plan and the development of the next cycle
- Build and expand upon the successes and achievements of the school's Volunteers in Partnership program, partnerships on site and global.

Community Engagement

- Community events calendar and initiatives to continue, including embedding of protocols for Ready for School
- Continue to offer regular three ways conferences about student learning, highly supported in parent surveys and discussions.
- Investigate options and interest for information forums, blogs or other means to provide for improved access to directions in curriculum, pedagogy, future focused learning, policies, protocols.
- Promote, explore and support increased opportunities for parent and community involvement in the Learning Spaces, Public Places project, including classrooms, the library, playground and gardens.

Communications Strategies

- Continue to review and evaluate the APP, email and website service to ensure currency and purpose for parents, the school and the broader community.
- Continue to review and evaluate the use of Google forms and notes and remain open to improvement and new practices.
- Launch a school Twitter account for promoting the school to the broader community, educational and other networking and following others for educational/strategic purposes
- Launch Class Dojo Blog across the school in 2017 with teachers posting at least once a week to inform about class events, routines and showcase images of learning in action. Trial message facility.
- Launch an action plan of support for administration and teaching staff to facilitate a smooth transition to LMBR system

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Through the integrated Instructional Leadership model, the Learning and Support Convenor coordinated the development and monitoring of Individual learning plans for Aboriginal students. There was regular monitoring of attendance of targeted students. Aboriginal students performing below grade level in literacy and numeracy received additional learning assistance support through this initiative. Embedded in this professional development role were targeted areas for individual professional learning, mentoring in the use of strategic interventions, assessment and programming strategies. Partnerships were strengthened with Aboriginal families through community consultation processes about the school's indigenous garden and aboriginal mural. An Aboriginal artist in residence was funded to work with Aboriginal students to celebrate their culture and with non Aboriginal students to teach and share customs, values and traditions. Aboriginal families participated in the Volunteers in Partnership program.	\$4838
English language proficiency	Through the integrated Instructional Leadership model, the Learning and Support Convenor coordinated the development and monitoring of adjusted learning plans and/or differentiated programs developed for students with English as an Additional Language or Dialect (EALD). Differentiated learning assistance was provided through this initiative. Embedded in this professional development role were targeted areas for individual professional learning, mentoring in the use of strategic interventions, assessment and programming strategies. Partnerships were strengthened with targeted families, with support services and counselling included in some action plans, with increased numbers of families becoming involved in school events, including families from Lebanon, Vietnam, Indonesia and Mongolia.	\$9950
Low level adjustment for disability	Through the integrated Instructional Leadership model, the Learning and Support Convenor coordinated the development and monitoring of adjusted learning plans and/or differentiated programs for students with special and/or additional and/or complex needs, drawing on the use of levels of adjustment from the National Disability collection guidelines. Partnerships strengthened with targeted families. Families of these students became involved in meetings about learning and support and parent-teacher-student conferences. Embedded in this professional development role were targeted areas for individual professional learning, mentoring in the use of customised interventions or adjustments assessment and programming strategies and whole-staff professional	\$6210

Low level adjustment for disability	collection and use of National Disability data and guidelines.	\$6210
Socio-economic background	Through the integrated Instructional Leadership model, the Learning and Support Convenor coordinated the development and monitoring of adjusted learning plans and/or differentiated programs for students with low socio-economic background. There was continued & improved monitoring of requests for financial support in school programs, co-curricular and home learning programs. Partnerships were strengthened with targeted families with some families becoming involved in meetings about learning and support and parent-teacher-student conferences. Embedded in this professional development role were targeted areas for individual professional learning, mentoring in the use of interventions, assessment and programming strategies.	\$5472

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	56	62	80	89
Girls	47	49	70	90

The school continued to show increasing enrolments, both local and non-local, with an additional class formed in 2016. The school planned for two Kinder classes in 2017, as a result of increased enrolment enquiries throughout the 2016 phases of the Ready for School initiative.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.3	95.6	96.5	94.5
1	96.5	95	94.3	96
2	96.5	95.9	95.9	94.7
3	92.9	96.8	97	94.8
4	90.4	99.3	94.8	94.2
5	93.7	91	95.8	94.6
6	94.5	92.9	95	96.1
All Years	94	95.4	95.8	94.9
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

Attendance rates have been consistent & managed effectively & efficiently with support & monitoring systems led by one of the Assistant Principals through the Learning & Support Team. Regular processes in place include contact with the Home School Liaison Officer to ensure protocols are in place for absences, partial absences & follow up conferences with families

where needed.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	7.64
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.4
School Administration & Support Staff	1.97
Other Positions	0.05

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 the workforce at our school had one indigenous member. It should also be noted with regard to workforce information, that though the school is listed as having one full-time Assistant Principal in 2016, a second Assistant Principal was appointed in Term 4, 2016.

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	30

Professional learning and teacher accreditation

The school's Professional Learning Model in 2016 was differentiated to be responsive to personal goals linked to professional development plans and the school's strategic directions. School-based Instructional Leadership roles were shared by both Assistant Principals – one in Learning & Support, the other in Quality Teaching including Learning Intentions Success Criteria, Quality Teaching Rounds, mentoring and team-teaching for beginning teachers. There was stage-based training in interventions for targeted students in reading, spelling & writing through the MultiLit suite of professional learning programs &

resources. Other professional learning included the completion of the Mini Certificate of Gifted and Talented Education (through the University of NSW) by two of the school's leadership team and participation at the University's Innovative Differentiation conference.

No teachers at the school completed accreditation at proficiency level in 2016, as most teachers had already achieved this and were at maintenance level. Two teachers were beginning in the first or second year of teaching in a permanent position, not accredited yet, while one was in the second year of a temporary position, preparing for an accreditation plan.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	49 593.66
Global funds	168 802.12
Tied funds	124 207.02
School & community sources	158 804.65
Interest	1 775.35
Trust receipts	800.95
Canteen	0.00
Total income	503 983.75
Expenditure	
Teaching & learning	
Key learning areas	22 828.79
Excursions	17 666.32
Extracurricular dissections	65 874.41
Library	6 292.44
Training & development	2 148.42
Tied funds	70 882.56
Short term relief	20 226.45
Administration & office	42 198.14
School-operated canteen	0.00
Utilities	64 137.43
Maintenance	14 976.30
Trust accounts	800.95
Capital programs	0.00
Total expenditure	328 032.21
Balance carried forward	175 951.54

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

School-based assessment data is at the core of the school's assessment practices. This includes various sources of formative assessment, use of the literacy & numeracy continuum and rubrics of success criteria. Summative progress is tracked regularly using various benchmarks, including five levels of achievement for each student, in each of the learning areas of the curriculum and targeted future focused learning skills. Comparative data across grade groups is also tracked through the SBSR reporting system for each semester.

Analysis of end of year school-based assessment data

for students in Years 1–6 shows that:

- In English 77.7% of students were assessed as performing at a sound (Grade C) level or above. 38.1% were performing at a high (Grade B) or outstanding (Grade A) level.
- In Mathematics 84.2% of students were assessed as performing at a sound (Grade C) level or above. 43.9% were performing at a high (Grade B) or outstanding (Grade A) level.

In the areas of Science, Human Society & its Environment, Physical Education, Health & Personal Development; & the Creative Arts, more than 87% of students in each were assessed as performing at a sound (Grade C) level or above.

- In Science 46.0% were performing at a high (Grade B) or outstanding (Grade A) level.
- In Human Society & Its Environment 36.0% were performing at a high (Grade B) or outstanding (Grade A) level.
- In Physical Education, Health & Personal Development 54.0% were performing at a high (Grade B) or outstanding (Grade A) level.
- In the Creative Arts 49.3% were performing at a high (Grade B) or outstanding (Grade A) level.

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.

2016 NAPLAN literacy data represents a small & broadly diverse cohort, some with special, additional or complex needs, others who are highly accomplished learners, achieving high levels of performance. Targets achieved by the previous 2015 cohort in literacy could not be achieved for some students within the 2016 cohort, reflecting a different group of students with different learning profiles.

- This emphasises the need to be cautious about comparing different groups of students.
- Percentages within a broadly diverse & small sample size can also be unreliable. It is more helpful to analyse results for individual students.
- Adjusted learning plans developed by the school to program for individual students requiring additional support in literacy, show specific needs, goals & benchmarks of progress for targeted students in this cohort.

Benchmarks achieved in 2016 included

- 100% of Year 3 students at or above minimum standards in all areas of literacy.
- 89% of Year 5 students achieved at or above minimum standards in all aspects of literacy (11% representing one student)
- Of the 13 matched students in Year 5, who

completed NAPLAN at the school in 2014, up to 54% achieved or exceeded expected growth from from Year 3, in all areas of literacy.

The Year 3 cohort comprised 15 students (as opposed to 33 in 2015). The Year 5 cohort comprised 16 students.

Year 3 highlights at proficiency level (Bands 5 & 6)

- 40% of students achieved in the top 2 bands in Reading; 64.2% in writing; 46.7% in spelling; 40% in grammar & punctuation

Year 5 highlights at proficiency level (Bands 7 & 8)

- 31.3% of students achieved in the top 2 bands in Reading; 37.4% in writing; 29% in spelling; 39.5% in grammar & punctuation

Results suggest that the school's focus on writing has been an area of strength, as has its focus on differentiated literacy plans in 2015 & 2016 for targeted students. Results also suggest a further needs analysis is required for targeted students in this particular cohort, in particular aspects of reading comprehension, grammar & punctuation.

2016 NAPLAN numeracy data represents a small & broadly diverse cohort, some with special, additional or complex needs, others who are highly accomplished learners, achieving high levels of performance. Targets achieved by the previous 2015 cohort in numeracy could not be achieved for some students within the 2016 cohort, reflecting a different group of students with different learning profiles.

- This emphasises the need to be cautious about comparing different groups of students.
- Percentages within a broadly diverse & small sample size can be unreliable. It is more helpful to analyse results for individual students.
- Adjusted learning plans developed by the school to program for individual students requiring additional support, show specific needs, goals & benchmarks of progress for targeted students in this cohort.

Benchmarks achieved in 2016 included

- 100% of Year 3 students at or above minimum standards in numeracy with 82% of Year 5 students at or above minimum standards in numeracy.
- Of the 13 matched students in Year 5, up to 38.5% achieved or exceeded expected growth from Y3 to Y5 in numeracy.

Year 3 highlights at proficiency level (Bands 5 & 6)

- 20% of students achieved in the top 2 bands in numeracy; 20% in data, measurement, space & geometry; 13.3% in number, patterns & algebra

Year 5 highlights at proficiency level (Bands 7 & 8)

- 13.4% of students achieved in the top 2 bands in numeracy; 13.4% in data, measurement, space & geometry; 20% in number, patterns & algebra

Results suggest that while the school's successful focus on differentiated numeracy plans in 2015 & 2016 has been an area of strength for targeted students,

results also suggest a further needs analysis is required for targeted students in this particular cohort, in aspects of numeracy & mathematical problem-solving involving the language of mathematics.

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 school data.

With regard to the *Premier's Priorities: Improving Education Results*

Year 3 highlights at proficiency level (Bands 5 & 6) show 20% of students achieved in the top 2 bands in numeracy; 20% in data, measurement, space & geometry; 13.3% in number, patterns & algebra

Year 5 highlights at proficiency level (Bands 7 & 8) show 13.4% of students achieved in the top 2 bands in numeracy; 13.4% in data, measurement, space & geometry; 20% in number, patterns & algebra

With regard to *State Priorities: Better services – Improving Aboriginal education outcomes* one student in Year 3 achieved within the top two bands in spelling. Personalised learning plans for targeted students include goals derived from a range of data, including school-based and external data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. To gain feedback from parents, staff, students and others working with the school, a range of sources includes regular conversations, interviews, meetings (both formal and informal), learning conferences, community and school events, email and other correspondence and surveys.

Survey results show general satisfaction with the school community and its learning culture from all stakeholders. 90% of parents reported the school is a forward-thinking and inclusive school. 95% reported that the school has caring, committed and professional staff who deliver quality teaching and learning programs. Helpful suggestions for further improvements included more streamlined office and payment procedures and more regular information from teachers about what's happening in class, routines, updates and the like. Some classes successfully trialled Class Dojo Blog in 2016 for this purpose, which was endorsed for possible extension across the school in 2017.

Staff reflections throughout the year, as part of regular practice at the school, noted a strong sense of teamwork, value and belonging, a collaborative professional learning culture of authentic teamwork,

cooperative planning, mentoring, team-teaching and leadership capacity building, as assets of the school's culture.

Students identified strong levels of satisfaction with programs, opportunities and events at the school in 2016. eg. band, drama, choir, chess, netball, cricket, K-6 Arts Fiesta, Green Team, the trip to Canberra, theme days and the Buddy Leadership Team. The Tell Them From Me Surveys highlighted high levels of participation in co-curricular programs and strong value on friendships at school. Year 6 students on leaving the school noted the school's sense of belonging and teachers' belief in them to achieve personal goals.

Policy requirements

Aboriginal education

A particular initiative in 2016, through the Volunteers in Partnership initiative at the school (and funded through the Department's Community Consultation Grant), was the development and launch of an indigenous mural in the school's indigenous garden, artspace and outdoor learning space. This involved consultation with and active participation of indigenous families, students and friends of the school working in partnership with indigenous artist-in-residence Brett Parker from Billyara. All students at the school were taught by Brett, as part of the visual arts program, learning the meaning of indigenous symbols and specific techniques used. Students and teachers collaboratively designed and painted the mural. (featured on the cover of this report). At the Visual Arts Fiesta in November, the mural was launched with a traditional indigenous smoking ceremony led by an indigenous elder.

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.

Multicultural and anti-racism education

The school continues to embed respect for diversity & difference into our school's culture, reflecting & celebrating identity and contemporary Australia. Our school proudly promotes inclusivity, tolerance, acceptance, empathy, mutual respect, a sense of belonging & community harmony, bound by common positive values and expectations—for highly effective participation and involvement in a democratic & inclusive society.

The majority of students at the school are first, second

or third generation Australians. In 2016 up to 42% of our students came from a family language background other than English with two new arrivals to Australia enrolled that year. A small group was in the emerging or developing phase of learning English while most were in the consolidating phase. A funding allocation for English as an Additional Language or Dialect (EALD) provided support for targeted students through adjusted learning plans, team-teaching approaches, special purpose instructional groups and differentiated programming and assessment.

Other school programs

The Arts Lewisham's strong reputation for high quality learning in the performing and visual arts continued in 2016 through class programs, integrated approaches to arts learning and specialised enrichment programs. In 2016 a visual arts electives program led to the highly acclaimed K–6 Visual Arts Fiesta showcasing artworks from every child at the school inclusive of multimedia forms, promoting diversity of artistic expression. There was also further consolidation and expansion of co-curricular talent development initiatives & enrichment ensembles in the arts including: an additional band (training); a Drama Company and Ensemble; a Recorder Ensemble (which performed at the Opera House) and Show Choir (which performed at the Schools Spectacular).

Sport Highlights in 2016 included a weekly K–6 sport & fitness program. Specialist programs in athletics, gymnastics, tennis and National Rugby League (NRL) were in operation each term. There was strong participation at district level in cross-country & athletics. After-school coaching in netball & cricket resulted in team skills improvement and enrichment with achievement at inter-school Gala Days. The successful intensive swimming program was well supported by the school community.

Student Leadership In 2016, the school's **Green Team** was winner of the Ashfield Wests Community Citizenship Award. This student leadership initiative involved students modelling best practice with regard to environmental and sustainability matters in the school, with focus on the school's kitchen garden and indigenous planting. Students became inspired through their leadership to improve practices at school and become involved. Other student leadership initiatives in 2016 included the attendance of the school's Student Representative Council (SRC) Executive at the National Young Leaders' Conference and the Together for Humanity Inclusivity Youth Forum held at State Parliament. An indigenous student was also recognised at the annual Deadly Awards.

Environmental Education and Sustainability A highlight of the school's environmental education and sustainability program in 2016 was the collaborative design and planting of an indigenous garden within the designated outdoor learning and artspace. Led by a highly skilled parent coordinator in collaboration with the Volunteers in Partnership program, links were established with the local TAFE to run its community gardening program at the school in 2016. In addition,

lessons were conducted by TAFE personnel for Stage 2 and 3 students.

Volunteers in Partnership (VIP) The initiative provided opportunities for parents and community members to volunteer in a range of ways including school programs and events. In 2016, this included parents involved as tutors in the visual arts electives program; parents as helpers at excursions and in learning programs; teams of parent helpers involved in the design and installation of artworks for the K–6 Visual Arts Fiesta; teams of parents and volunteers in garden projects; volunteers involved in the school's learning interventions tutoring program and the involvement of parents as teachers in both the school's ethics and scripture programs.