

Lidcombe Public School

Annual Report



2017



2394

Introduction

The Annual Report for **2017** 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.

Mr Matthew Lewis

Principal

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Message from the Principal

It is with great pleasure that I present the 2017 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, with particular references to creative and critical thinking, coding, robotics, STEM (Science, Technology, Engineering and Mathematics), learning centres and project based learning. Our new school vision statement, developed through staff and community consultation in 2017, highlights a vision where the school will focus on the teaching and learning of these skills in conjunction with social, future focused key competencies such as co-operation, collaboration and communication.

As principal of this school I am very proud that our school continues to have a great reputation within and beyond our community at Lidcombe. From feedback we received as part of the vision process in 2017 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

In 2017 the P&C Association has continued its regular support of many school activities including:

- representing the school on staff selection panels;
- being part of the out of area student entry process;
- providing input and support on the Library Committee;
- running the Uniform Shop – Janine Duchstein Shrestha, Meela Choi and their teams have ensured our children always have the required uniforms to look great each and every day;
- co-ordinating the School Banking program – Jenny Lee, Kano Tekuitogo and Arzu Andeder have continued to effectively grow our school banking program membership. We have 346 students registered since starting school banking and 212 of these are active bankers; and
- continuing the very popular weekly breakfast club – Irma Hill, Sonia Lopes and Linda Oner have been the stalwarts of our breakfast club through the year along with help from Lauia Patu, Katie Trenh, Robin Hill and a few other willing mums – the children love coming for the yummy breakfasts. An average of 50 students attended breakfast each Thursday morning.

Fundraising efforts this year included Mothers' Day and Fathers' Day Stalls, International Food Stalls, Book Fair, Fun Run, Bunnings Sausage Sizzles, Election Day Sausage Sizzle and more. These events act as both great fundraising activities and social events for children and parents. Sadly, we had to cancel our Family Fun Night three times but held a successful evening at the end of the year.

P&C funds purchased new readers for Kindergarten, subsidised buses for excursions for each stage, supplied library bags for kindergarten students and cupcakes for the year 6 farewell. This year we also subsidised the very successful STEM program.

To those fantastic parents who have given selflessly of their time and efforts at our stalls, on the BBQ, in the Uniform Shop, School Banking or panels and other events, thank you. Without your efforts these fantastic achievements would not have been possible. P & C office bearers contribute many hours of their time each week to various services we provide. I would like to thank the executive for their support, dedication and tireless efforts in all the planning of events and background work in ensuring the P&C runs successfully.

Julie Rush

P and C President

Message from the students

When I walked through the gates at the start of Year 2, I was scared, knew no one, and did not know what to do. The caring teachers and new friendships I formed easily fixed this uncertainty; I never looked back, only forward. I have had the privilege of participating in some wonderful opportunities at Lidcombe Public School (LPS). These have included state athletics, regional PSSA, zone carnivals, gala days, leadership conferences, ANZAC Day and Remembrance Day ceremonies, challenge expo, junior choir and public speaking. This demonstrates how proactive, innovative and dynamic a school LPS is. Participation in these events gave me some stepping stones to progress to the new chapter of my high school journey. As they say, life is a journey and my journey was made possible with the ongoing support of so many special teachers who inspire and empower students to learn and succeed. All I can say is thank you. A huge thank you to the support staff who work so hard behind the scenes. Your work is never unnoticed. – *Olivia Ivanac (2017 School Captain)*

I joined LPS in Term 2 of Year 4 and I worried about catching up on work and making new friends. Everyone approached me with kindness and made me feel very welcome, like I had been here my whole life. I made it to a national swimming competition because of the immense support from the school and proudly represented LPS in PSSA because of such

good teamwork and great coaching skills from the teachers. Being school captain doesn't mean you are the face of the school, it is about being the eyes and ears – seeing if anyone needs help and listening to my peers' problems and opinions. With all these responsibilities my confidence grew. LPS has also taught me to never give up and always try my hardest because it isn't the outcome that is important, but the experience and skills you learn in the process. So with all the skills I've learnt, I think I'm ready to leave for Year 7, but I'll always cherish the memories I shared with everyone at Lidcombe Public School. – *Xavier Rosendale (2017 School Captain)*

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 (94% LBOTE) with at least 44 different languages being represented. The most predominant languages (March 2018) are: Chinese (22%), Korean (19%); Turkish (14%), Arabic (14%); and Vietnamese (3%).

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 2017) of 760 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, our school undertook self-assessment using the School Excellence Framework (SEF). 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.

The school used data and documented evidence to complete a self assessment against the SEF Version 2, issued in July 2017. If comparing against the 2016 External Validation, it should be noted that the new element descriptors contain more detail and build on from the previous version's descriptors:

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 2017 and will inform the 2018 – 2020 school plan. 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 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 the literacy, numeracy and wellbeing skills of 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. The value-added categories for 2017 align with the Excelling descriptors in the value added thread in the School Excellence Framework (SEF). 2017 saw the school maintain value added from Kindergarten to Year 7, as evidenced by Best Start and Naplan data, significantly above the state average. In 2017 the school assessed itself as:

- Sustaining and Growing for Learning Culture, Assessment, Reporting and Student Performance Measures; and

- Excelling for Wellbeing and Curriculum

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 school and external 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 directions 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 and this is linked to the Professional Development Plan (PDP) process. 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 PDPs, linked to school priorities, and have the opportunity to be observed by their peers and supervisor, and to receive feedback on their teaching. Additionally, the school works within a community of schools (RALBee) that harnessed expertise to support the implementation of critical and creative thinking. The school is implementing quality learning environments based on quality teaching, by 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 resources targeted to their needs. In 2017 the school assessed itself as:

- Sustaining and Growing for Effective Classroom Practice, Professional Standards and Learning and Development; and
- Excelling for Data Skills and Use

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, school app and Tell Them From Me (TTFM) data 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 school staff to achieve funding for major school projects. Community groups, including Learning Links and Dooleys, 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. These are regularly evaluated, reviewed and informed by the changing needs of students and the community. A strong emphasis is placed on workforce planning and leadership development through rigorous and transparent practices of EOIs for school based positions, individual staffing surveys regarding strengths and future directions, and an approach to professional learning that is based on 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.

In 2017 the school assessed itself as excelling in all four elements of Leading: Educational Leadership; School Planning, Implementation and Reporting; School Resources; and Management Practices and Processes.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 out of sixteen milestones were achieved, resulting in a refined range of strategies and resources to support students' future focused learning and welfare. The school began developing a new teaching and learning policy to reflect future focused learning pedagogical research and this will continue in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustained student growth in NAPLAN data.		The school maintained the status of Excelling in the SEF for average value added growth from Year 3 to Year 5 – 95.18 (state average – 85); and Year 5 to Year 7 – 53.78 (state average – 43)
Sustained student growth in school based assessments for K–6.	Literacy and Numeracy Initiative \$26909	Best Start, PLAN and Naplan data validated the school as excelling in the SEF for value added growth K–7. This was above the state average.
Planned, targeted learning support for all students.	Integration Funding Support \$77794	All students identified with learning needs received appropriate adjustments, and were supported by the learning support team, as recorded in the NCCD survey and documented in teaching and learning programs: 113 quality differentiated learning adjustments; 46 supplementary adjustments; 30 substantial learning adjustments; and 1 student with extensive learning adjustments.– Numeracy and anxiety orders. Staff actively engaged with medical teams to assist students returning to school from long term illnesses. Additional SLSOs were employed to support mainstream students receiving integration. EAL/D teachers provided the New Arrivals Program, and led collaborative programming and teaching with other teachers through the TELL program. EAL/D students are assessed throughout the year.
Collegial analysis of student data and assessments.		Evidence of learning is monitored through strategic collection and analysis of internal and external data using consistency of teacher judgement practices across the school in all learning teams at regular intervals. Data sharing informed new practices, such as WALT, WILF and TIB. Data sharing culminated in a 'Celebration of Learning' as a result of TELL professional 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.		Programs that continue to have a high impact on student learning continue to be L3K, L3S1, strengthened by a school based L3 Lead Trainer (0.6) and a L3 Trainer (0.2). This informed the Love our Literacy (LOL) Stage 2 Literacy program.

Next Steps

- Strengthen systemic school wide collegial data analysis and CTJ best practice for new staff and early career teachers
- Embed visible learning practices, including explicit, timely and effective feedback for students, based on their evidence of learning
- Embed formative and summative assessment practices to inform effective differentiation strategies for all students
- Focus on 'shifting the middle' so more students in Stage 2 and Stage 3 achieve higher results in literacy and numeracy.
- Continue L3 Lead Trainer and L3 Trainer roles.
- New school learning and teaching policy supports the above points, in line with School Excellence Framework and new NESA requirements.



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

Twenty out of twenty three milestones were achieved. The school is refining how interventions for gifted and talented students are documented and how the draft teaching and learning policy links with the School Excellence Framework (SEF), Australian Professional Standards for Teachers (APST) and the principles of future focused learning (FFL).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Data informed, differentiated and personalised learning experiences are highly visible in all teaching and learning programs.	Refugee Student Support \$2 730.00	Data informed, differentiated and personalised learning experiences were documented in all teaching and learning programs. The school leaders, including executive, LaST and ECT mentors assisted EC teachers and learning teams with differentiation practices.
<ul style="list-style-type: none">All staff have individual professional learning plans that demonstrate reflective teaching practice, are linked to the Australian professional teaching standards and guide their learning, practice and capacity to improve student learning.	Professional Learning \$45 078.00	All PDPs demonstrate reflective teaching practice, linked to the APST & SEF, evidenced by improved student learning data. Reflection was documented in teaching and learning programs, PDPs and team meeting minutes.

Next Steps

- Complete school teaching and learning policy to reflect future focused learning principles
- Coaching and mentoring for all staff in differentiating for students at their individual points of need
- Development of growth mindset to implement and trial new strategies to activate future focused learning, informed by student needs.

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

All fourteen milestones were achieved resulting in: higher parent engagement; increased student engagement in learning through future focused learning; and 99% of students being "green."

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increase of parents working in classrooms and attending school events.		TTFM survey data and attendance at workshops and P and C meetings indicates that more parents understand their role in partnership with the school to support student learning and welfare needs. However, attendance and survey data shows that this participation represents a minority of the school community.
<ul style="list-style-type: none">Strengthened wider educational community connections to enhance staff and student learning.		Learning Links supported the Learning Support Team and classroom teachers by targeting students with small group and individual support for Literacy, Numeracy and anxiety disorders. The school also worked closely with The Children's Hospital (Randwick and Westmead) and Auburn Community Health and other health care professionals to support independent education plans. The school collaboratively led a series of workshops for the RALBee community of schools on creative and critical thinking, including the Term 2 staff development day for all staff at Dooleys Lidcombe.
<ul style="list-style-type: none">Enhanced school practices in Wellbeing.		Even with increased enrolments and complexity, 2017 PBL data analysis showed a 1% increase of students who are "green" – did not require behaviour interventions (99%). However, attendance data shows that consistent learning and social skills are adversely affected by more families choosing to take their children out of school for overseas holidays. The playground activities, facilitated by older students, proved popular across K–6. A student competition for a PBL mascot resulted in 'Lamar the Lorikeet' being selected to reinvigorate the school's welfare systems. The school purchased 'Sentral' for more effective monitoring of student welfare needs, including attendance, learning and behaviour interventions. All classrooms are inviting, flexible learning spaces that encourage collaboration and suit a range of future focused learning purposes, styles

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Enhanced school practices in Wellbeing.		and activities.

Next Steps

- More opportunities for parents to engage in school programs so students are motivated to deliver their best and continually improve.
- Implementation of strategies to develop a school wide culture of compassion to ensure optimum conditions for student learning across the school.
- Strategies to improve student attendance.
- Evaluate partnerships with other organisations and schools to support teachers in trialling innovative practices
- Maintain excelling SEF rating by revising whole school practices to maximise wellbeing and engagement to support learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3 234.00	Five Aboriginal students are enrolled and supported with Personalised Learning Pathways (PLPs). One student participated in the "Yarn Up" and an indigenous art competition. Aboriginal students' attendance is above 90% and closer to whole school attendance than in previous years.
English language proficiency	\$60 945.00	An Assistant Principal trained as an EAL/D teacher appointed to raise the capacity of all EAL/D teacher leaders. This resulted in all teaching staff demonstrating increased capacity to engage the students (94% LBOTE) in learning, after successfully completing all TELL modules.
Low level adjustment for disability	\$79 150.00	Documented evidence in teaching and learning programs and individual education plans demonstrates a value added impact on teaching, learning and instructional leadership in universal and targeted interventions for students with identified disabilities who required 1:1 SLSO support.
Socio-economic background	\$167 591.00	From December 2016 to January 2017, the school population increased from 670 to more than 740 students. 2017 concluded with an enrolment of 760 students. An additional deputy principal position was created to support school plan implementation, teaching, learning and instructional leadership. This is evidenced in: more robust attendance monitoring and Learning Support Team procedures; the implementation of Love our Literacy (LOL) in Stage 2; TEN and MBB4N numeracy programs for new teachers and Stage 2 and Stage 3 teachers.
Support for beginning teachers	\$67 250.00	A 0.2 Early Career Teacher (ECT) mentor (assistant principal) position was created, resulting in an increased capacity of ECTs to lead future focused learning and effectively implement DoE expectations, systems and procedures.
Public Speaking and Debating		<p>All students from stages One to Three participated in respective stage public speaking competitions. Four students participated in the Multicultural Public Speaking district finals hosted by Lidcombe Public School. One student was selected to represent the district. Data shows a positive impact on talking and listening related outcomes.</p> <p>An interested teacher initiated and organised a district debating competition for Stage 3 students. It was supported by ten interested schools.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	316	323	363	393
Girls	319	325	312	369

Lidcombe Public School continues on a trend of increasing student enrolments due to high density residential development and community support for the school's diverse learning, welfare and extra-curricular programs for students. In 2017, there were 670 students enrolled throughout the year with 65 Year 6 students graduating to high school. There are more than 130 enrolments already confirmed for Kindergarten in 2018, taking the estimated 2018 enrolment to 815 students.

families choosing to take their children overseas during school time (unjustified absences); delays in students re-enrolling (beyond the school's control) after their families leave the local area (unjustified absences); and an increase of influenza during the 2017 school year (justified absences).

Lidcombe Public School has an attendance monitoring committee that works with the school executive and the learning support team to monitor attendance, identify students at risk and support staff in working with families to improve student attendance at school. The school works closely with the home school liaison officer and external welfare agencies (when required) to ensure all students access an uninterrupted education. In consultation with the home school liaison officer, Lidcombe Public School implements the DoE Attendance Policy to manage non-attendance. and build positive relationships with families.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	95.4	95.2	95.4
1	96.4	94.5	96.1	95.1
2	96.7	96.8	95.1	95
3	95.8	95.5	96	97
4	97.1	96.2	95.3	95.7
5	97.7	96.2	96.3	95.2
6	96.5	96.6	94.7	94.1
All Years	96.6	95.9	95.5	95.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

While the school's overall attendance remains higher than the state average, it is slightly lower than previous years. Most of the absences in 2017 were due to:

Class sizes

Class	Total
K QUOKKA	20
K BILBY	19
K POSSUM	20
K KOALA	20
K DINGO	20
K WALLABY	20
K CASSOWARY	20
1 ACACIA	23
1 WARATAH	20
1 KANGAROO PAW	23
1 GREVILLEA	22
1 EUCALYPTUS	22
1/2 BANKSIA	22
2 MELALEUCA	24
2 LILLI-PILLI	24
2 FIREWHEEL	24
2 BOTTLEBRUSH	24
3/4 LAWSON	30
3/4 HUME	31
3/4 FLINDERS	31
3/4 WENTWORTH	29
3/4 COOK	28
3/4 STURT	28
4/5 GOOLAGONG	28
5/6 FREEMAN	31
5/6 BENNELONG	29
5/6 YUNUPINGU	31
5/6 TRUGANINI	30
5/6 NAMATJIRA	30

Structure of classes

The school had 32 classes in 2017, including three special education support classes and seven Early Stage One (kindergarten) classes. Due to class grade numbers, two multi-stage classes were formed (1/2 Banksia and 4/5 Goolagong).

A variety of factors are considered when students are placed in classes including: students who work well together; students who work better when separated from other students; behaviour issues; specific learning needs; personalities, gender balance, sibling placement and academic balance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	30.31
Teacher of Reading Recovery	0.95
Learning & Support Teacher(s)	1.6
Teacher Librarian	1.2
Teacher of ESL	5.4
School Counsellor	1
School Administration & Support Staff	7.47
Other Positions	3.4

*Full Time Equivalent

The National Education Agreement requires schools to report on the Indigenous composition of their workforce. Two staff members identify themselves as being Aboriginal.

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

L3 2017

L3 (Language, Learning & Literacy) is a research based intervention for Kindergarten students targeting reading, writing and comprehension. L3 Stage 1 is a professional learning program that aims to build on students' literacy learning from L3 in Kindergarten.

During 2017 the two L3 trainers based at Lidcombe PS were able to train a total of 42 K–2 teachers across eight schools, including ten teachers from Lidcombe PS. An additional teacher from another school was also

trained as a L3 Stage 1 Trainer. These schools contributed to the cost of releasing the trainers to lead half day training sessions and make individual coaching visits between each training session. As a result, students received explicit instruction in reading and writing strategies in small groups in daily literacy sessions and worked independently and collaboratively in learning centres to consolidate and extend their skills.

Early Career Teachers

In 2017 there were seventeen early career teachers (ECTs) working at the school and six completed their accreditation at proficiency level during the year. ECTs received a diverse range of targeted supports to increase their teaching capacity and boost their overall confidence and success. The school's early career teacher (ECT) group provided specific teacher professional learning (TPL) focusing on:

- Induction/Policies and Procedures;
- Assisting ECTS to identify and consistently reflect on their professional development, learning and goals;
- PBL– social skills streaming/ Micro skills for behaviour management;
- Preparing and implementing Individual Education Plans;
- Report writing and parent/teacher interviews;
- Accreditation guidance, mentoring and feedback;
- Wellbeing – checking in with staff members;
- Instructional reading and reciprocal reading – *Orientations, word work and prompting during the reading; sharing knowledge of reading and writing acquisition theory; demonstrations; and observations with feedback;*
- Using the Literacy Continuum and Resources aligned to teaching points;
- Using the Numeracy Continuum; and
- Team Teaching/observations to consolidate theoretical understandings.

Lidcombe Public School is committed to consistent, high quality, professional teaching and learning, and all teachers, especially Early Career Teachers (ECTs) are provided with ongoing professional learning opportunities, guidance and support. The professional learning culture encourages and supports all teachers, especially during their first five years of teaching, to be active and reflective participants in their own professional growth and development. The school's ECT group is mentored by three highly experienced teachers who collaboratively share their expertise. A range of resources, including the school's executive team and teachers with specific expertise in identified areas, are sought to share their knowledge and skills. The ECT group meets regularly to discuss and undertake high quality, contemporary, relevant and meaningful professional learning based on the seven Australian Professional Standards for Teachers. The standards define the work of teachers and make explicit the elements of high quality effective teaching in this future focused school. All teachers (especially ECTs) at Lidcombe Public school are provided with support and mentoring in relation to their individual, stage and whole school professional development plan (PDP) goals.

This mentoring occurs in a variety of ways such as in small group meetings, ECT focus groups, lesson observations and feedback sessions. ECTs also receive regular individualised, specific, one to one support and sharing of resources and strategies, complemented with team teaching and class observations.

Creative and Critical Thinking

In 2017, the community of schools (known as RALBee) focused on providing school wide professional learning to implement creative and critical thinking in all classrooms. This included:

- the organisation of the Term 2 staff professional learning day for all teachers and engagement of Dr Kylie Shaw (University of Newcastle) to understand critical and creative thinking and learn how to assess and code lesson components, such as collaboration and real life problem solving
- understanding the ACARA creative and critical thinking matrixes
- joint presentations of school implementation, where the school's Stage 2 team successfully presented their project based learning (PBL) unit that resulted in a new Stage 2 garden area and outdoor classroom.

Teaching English Language Learners (TELL)

Please see the English as an Additional Language and/or Dialect (EAL/D) report in the '*Multicultural and Anti-Racism Education*' section for more information.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	829,981
Revenue	7,406,582
Appropriation	7,167,228
Sale of Goods and Services	13,685
Grants and Contributions	214,236
Gain and Loss	0
Other Revenue	0
Investment Income	11,434
Expenses	-7,290,786
Recurrent Expenses	-7,290,786
Employee Related	-6,594,638
Operating Expenses	-696,148
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	115,796
Balance Carried Forward	945,776

Concerning our school budget:

- the school's financial management processes and governance structures will meet financial policy requirements;
- intended use of funds available – saving for air conditioning of the new buildings (DoE will not provide this). We will also continue to purchase tools for engagement for STEM activities as well as increasing our depth in technology;
- the school has, and will continue to invest in literacy resources to further increase reading skills and interest in reading amongst our students; and
- the school will install new playgrounds (a newcombe ball court and more handball and games courts) to further assist our children with game development and learning to respect the rules of the games played.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,735,046
Base Per Capita	106,312
Base Location	0
Other Base	4,628,734
Equity Total	1,021,938
Equity Aboriginal	3,234
Equity Socio economic	167,591
Equity Language	609,444
Equity Disability	241,669
Targeted Total	605,081
Other Total	597,942
Grand Total	6,960,008

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

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 (Kindergarten)

Early Stage One (ES1) teachers collected and analysed student data during team meetings at regular intervals (every 5 weeks).

In 2017, all ES1 teachers were successfully trained in the Language, Learning and Literacy (L3) program and implemented these strategies across the year. L3 is a research based Kindergarten classroom intervention, targeting text reading and writing. It provides rich literacy experiences through systematic and explicit teaching, evidenced by student data, collected in Week 38:

- 62% of Kindergarten students were reading at Level 9 or above. Since 2011, the percentage of students reading above Level 9 has gradually increased from 51% in 2011 to 62% in 2017.
- All students were reading at Level 4 or above.
- 42% of students could write more than 50 words during the short assessment task.
- 77% of students were able to write more than 24 words.
- 59% of students were able to identify more than 31 sounds.

- 91% of students could record more than 21 sounds.

Within the Targeted Early Numeracy (TEN) program, ES1 students are expected to achieve Perceptual or above levels, before progressing into Stage 1.

- 99% of students achieved Perceptual or above.
- 64% of ES1 students were working at Figurative level or above for Early Arithmetic Strategies (EAS) by the end of the year.

Future Directions:

- ES1 students will be consistently assessed in literacy.
- Students will be supported in the ongoing development of their speaking and listening skills, with the implementation of a quality speaking and listening program.
- Continue to integrate technologies into our classroom programs.
- Continue to build on creative and critical thinking skills and increase project based learning.

Stage One

During 2017 Stage One teachers focused on engaging students through learning centres. This was the second year of students continuing L3 from ES1 and continuing through Stage One. Teachers collected and analysed data every five weeks, resulting in:

Literacy:

- 76% of Year 1 students were reading at instructional reading level of 18 or above;
- 87% of Year 2 students were reading at instructional reading level of 22 or above.

These benchmark levels meet with Stage One L3 expectations.

PLAN Clusters: Literacy Continuum:

Year One students

- 51% achieved cluster 6 or above for reading;
- 51% achieved cluster 6 or above for comprehension;
- 39% achieved cluster 6 or above for writing.

Year Two students

- 91% were reading at or higher than Level 21 ;
- 43% achieved cluster 8 or above for reading;
- 34% achieved cluster 8 or above for comprehension;
- 29% achieved cluster 8 or above for writing..

Numeracy:

This year all Stage One teachers were successfully trained in the Targeted Early Numeracy (TEN) program. In TEN, Stage 1 students are expected to achieve Figurative or above levels, before progressing into Stage 2.

- 77 % of Year 1 students achieved Figurative or above;
- 72% of Year 2 students achieved Figurative or above.

By Term 4, more Year 1 students were competent in counting on and back to solve number problems.

Future Directions:

- L3 and TEN – teachers focus on unpacking the clusters and markers of the continuums.
- Integration of technology and creative and critical thinking skills into learning centres.

Stage Two

L3 Assessment Data

Stage 2 Literacy: 2016 Stage 2 teachers worked together to develop and implement new programs and processes, based on previous internal and NAPLAN data, and 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:

- 18% for spelling and grammar;
- 23% for writing.

This shift in comprehension resulted from a whole stage focus on modelled and reciprocal reading. In addition to decoding, students responded to, interpreted, analysed and evaluated a range of texts including: oral, aural, written, visual, electronic and multimodal. The shift in writing was not as great, due to the focus on reading and comprehension, however, vocabulary has been strengthened, enabling students greater capacity to compose texts.

Stage 2 consolidated its Love our Literacy (LOL) program based on L3 strategies and now includes a modelled reading process, reciprocal reading and learning centres to coincide with targeted reading and writing groups. Students directed learning intentions and engaged in an independent learning environment, integrating all learning areas and STEM activities.

Stage 2 PLAN data.

Year 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, assisted and supported through quality teaching and learning programs. In December 2017, the following results were recorded:

- Reading Texts – 90% of Year 3 students in Clusters 7 – 10 and 85% of Year 4 students in Clusters 8– 11;
- Comprehension – 86% of Yr 3 students in Clusters 7 – 10 and 80% of Year 4 students in Clusters 8 – 11;
- Writing – 83% of Year 3 students in Clusters 7 – 9 and 63% of Year 4 students in Clusters 8 – 11.

Future Directions:

- Maintain high expectations and use quality texts.
- Continue using the teacher resourced high quality picture books for shared reading.
- Continue reciprocal reading.
- Teacher professional learning (L3) in using the L3 Process for writing informative and persuasive texts in OPL 2018.
- Daily writing opportunities in learning centres for

independent writing.

- Students plan their writing, selecting complex vocabulary and using the plan to organise their writing.
- Teachers model spelling and editing strategies within their modelled writing.
- Opportunities to write in different tenses.

Stage Three

Student data informs explicit teaching and planning. All students were given pre-assessment tasks in February 2017 to inform collaborative planning based on areas of need. 2016 NAPLAN data also informed planning for teaching and learning in areas of further development in literacy and numeracy. Students engaged in peer tutoring to enable them to provide feedback to each other, based on explicit marking rubrics; and Genius Hour to promote creativity, ownership and self regulation. Literacy strategies focused on the explicit teaching of writing strategies and vocabulary development.

Teachers engaged in professional learning and coaching in Building Blocks for Numeracy (MBB4N) strategies to refine overall numeracy strategies for students. Stage Three teachers focused on problem solving, setting explicit learning intentions and encouraging students to select the most appropriate mathematical strategies. Furthermore, they focused on double checking solutions and improving their use of mathematical language by drawing links between the language of the Mathematics syllabus to more familiar mathematical language.

Six students were successful in gaining places in selective high schools for 2018.

Future Directions

- Professional learning in using data sources and accurate data analysis to interpret learning directions for students at their points of need.
- Professional learning on setting explicit learning intentions from data analysis for literacy and numeracy
- Continued improvement and understanding of formative assessment practices to activate visible learning for students.

Reflection on 2017 Literacy Milestones from the School Plan

The Literacy committee achieved most of their 2017 milestones and have suggested the following initiatives for 2018–2020.:

- Training for staff on literacy progressions;
- Formal identification process for G&T students;
- Internal writing competition for students K–6 (eventually extend to external competitions);
- Consider introducing a writing club; guest author visits; or children's book club; and
- A parental literacy program run through the school, inclusive of community leaders.

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.

NAPLAN ANALYSIS – LITERACY:

YEAR THREE

Proficiency

- Reading top 2 bands: 44% –below state average 51.2%
- Writing top 2 bands: 75.8% above state average 53.1%
- Spelling top 2 bands: 64.8%– above state average 52.4%
- Grammar and Punctuation: 53.8% – below state average 62.2%

Although reading has been a main focus of the L3 program for the past few years, it is an area that will need to be monitored and further developed with the LOL program.

YEAR FIVE

Proficiency

- Reading: 22.6% students in Bands 7 and 8 (39.7% in state)
- Writing: 19.8% students in Bands 7 and 8 (18.1% in state)
- Grammar and Punctuation: 34% in bands 7 and 8 (36% in state)
- Spelling: 44% students in Bands 7 and 8 (38% in state)

Reading:

Areas of strength: locates direct and stated information in a poster;

Areas for further development: identifies reason for character's actions; links information across sentences.

Writing:

Areas of strength: identifies audience and adjusts writing accordingly.

Areas for further development: more complex writing using more sophisticated ideas; more complex sentence structure and vocabulary.

YEAR SEVEN

Proficiency:

- Reading: 24.8% students in Bands 8 and 9 (30.6% in state)
- Writing: 24.7% students in Bands 8 and 9 (21.3% in state)

Student Growth 2017.

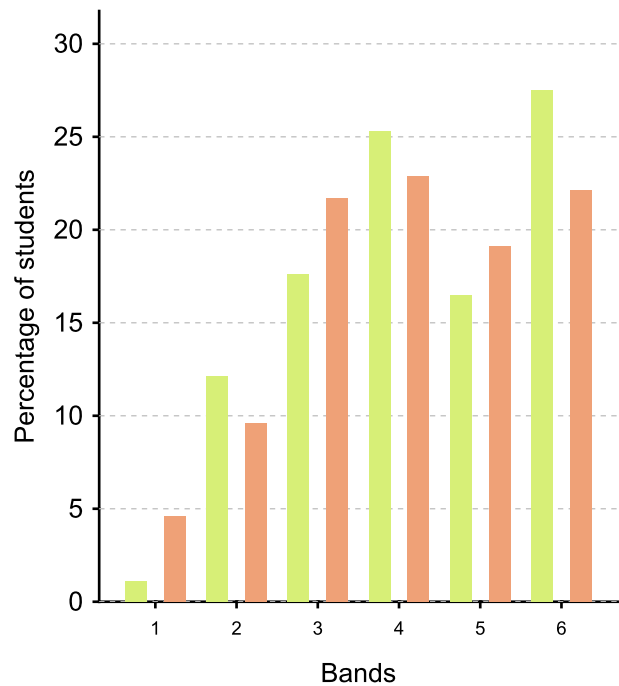
- Reading – 49% at above expected growth,
- Writing – 58% at above expected growth
- Grammar and Punctuation – 52% of students were at above expected growth,
- Spelling – 60% at above expected growth

Future Directions:

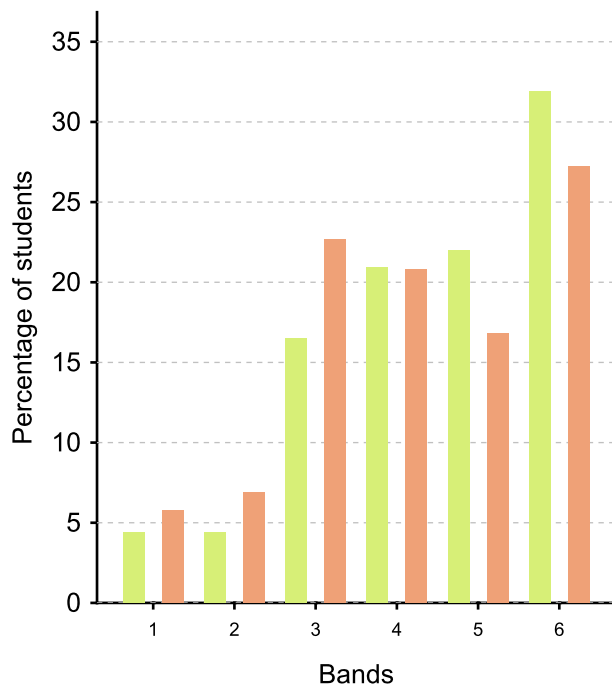
Reading is a focus area for Stage 3 in 2018, by implementing philosophies from the LOL program to maintain consistency when teaching reading 3–6.

Percentage in bands:

Year 3 Reading



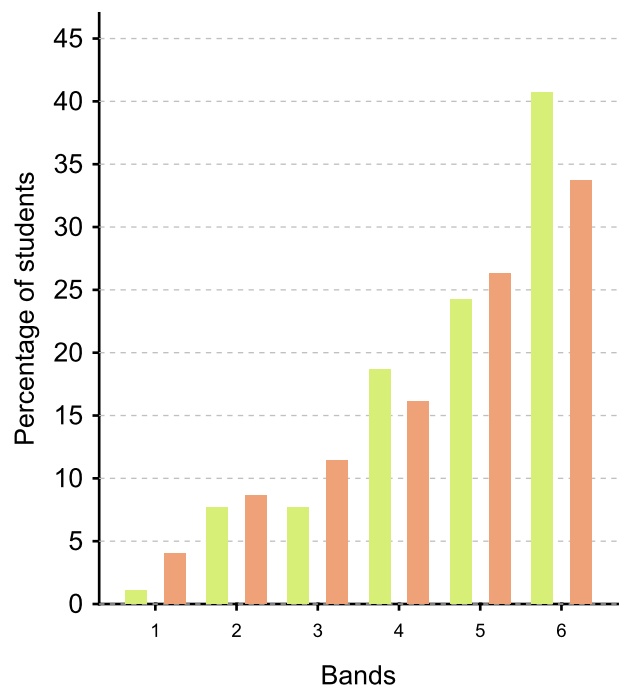
Percentage in bands: Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

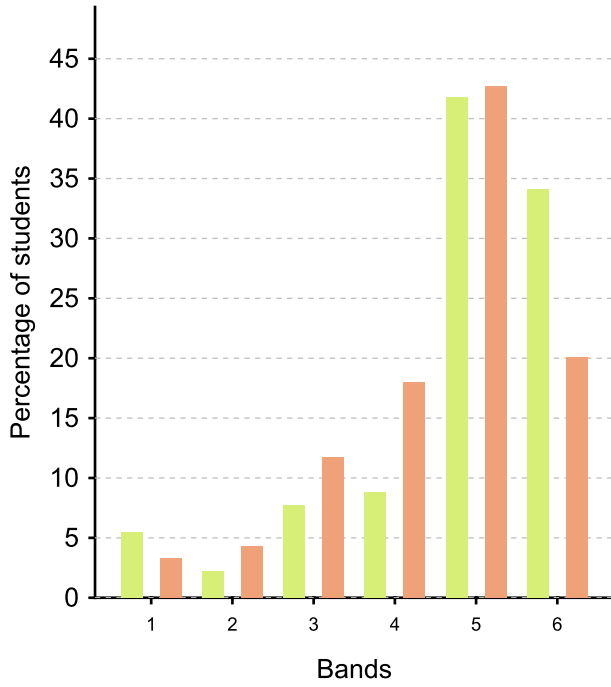
Percentage in bands:

Year 3 Spelling

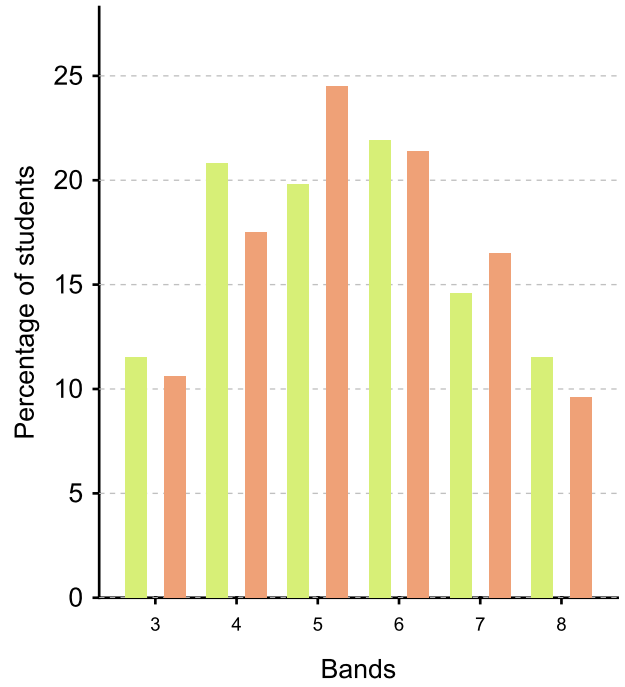


Percentage in Bands
School Average 2015-2017

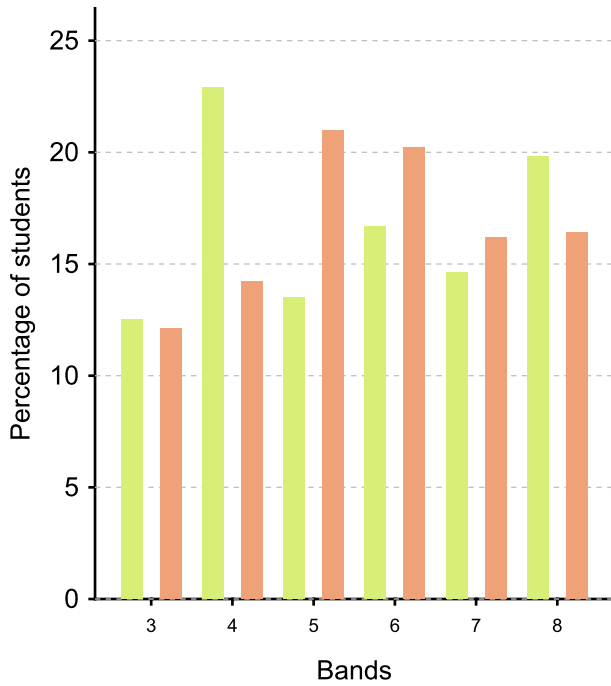
Percentage in bands:
Year 3 Writing



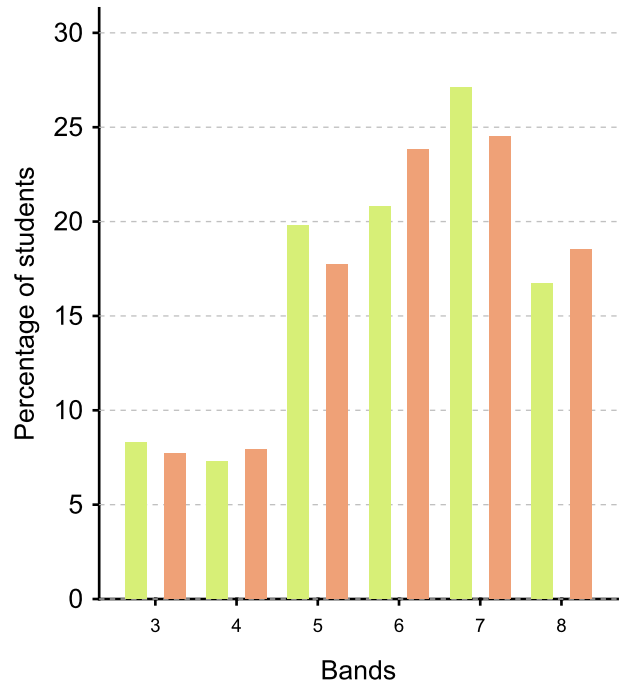
Percentage in bands:
Year 5 Reading



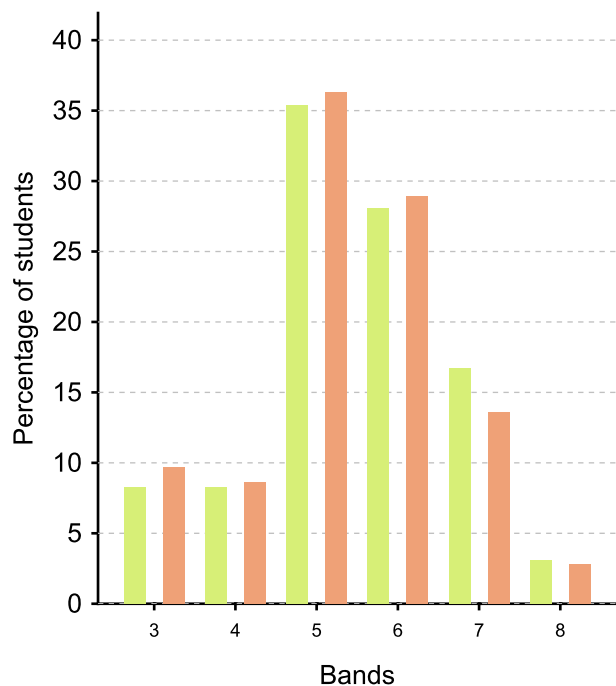
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



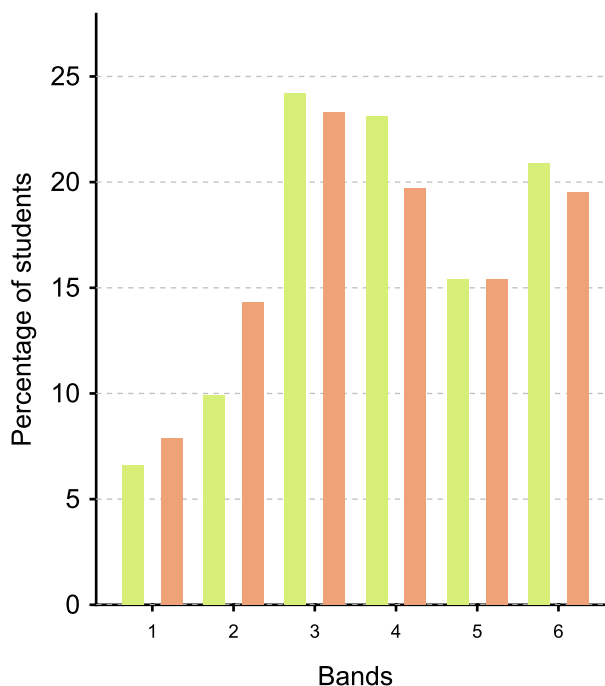
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Areas for further development include solving addition number patterns; identifying errors in column graphs; and identifying chance outcomes using a range between 0 –1.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

NAPLAN ANALYSIS – NUMERACY:

YEAR THREE:

Proficiency

- 36.3% in Bands 5 and 6 – below state average 43.5%

YEAR FIVE:

Proficiency

- 26.1% students in Bands 7 and 8 (32.5% in state)

Areas of strength: identifies an addition expression that matches a given value; identifies which event is most likely to occur; determines half of the number of items in a display; interprets information from a two way table.

YEAR SEVEN:

Proficiency:

- Overall Numeracy: 44.1% students in Bands 8 and 9 (34.9% in state)

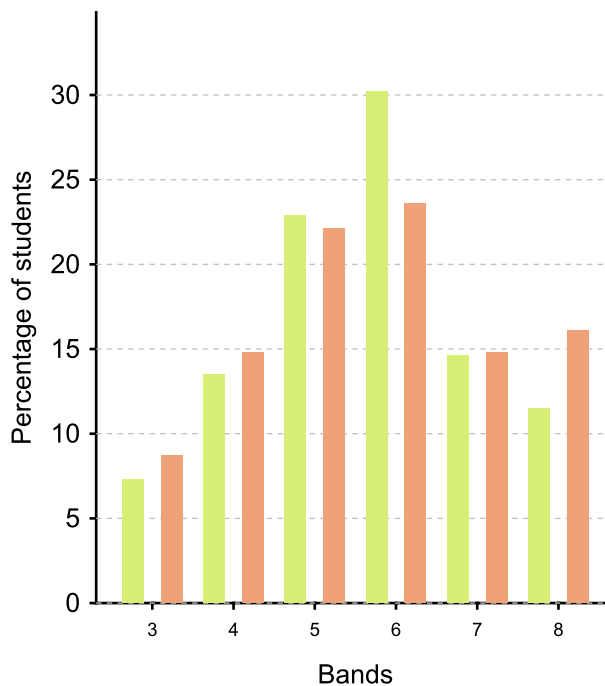
Student Growth 2017.

- 61% of students at above expected growth.

Future Directions:

With numeracy being an area for improvement, the Stage 2 and 3 teams will be taking part in the Mathematics Building Blocks 4 Numeracy initiative. This initiative encompasses the pedagogies and practices that are common to TEN and will create a common language and philosophical approach to teaching mathematics 3–6.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy

testing. Go to <http://www.myschool.edu.au> to access the school data.>



Parent/caregiver, student, teacher satisfaction

The school participated in the "Tell Them From Me" (TTFM) online surveys for students, teachers and parents for the second year. As the data is collected online and collated externally, all survey responses remain confidential.

Student Survey – Term 1 and Term 3 2017

All Year 4, Year 5 and Year 6 students in the mainstream school and IM support class participated in the surveys (262 students in Term 1 and 250 students in Term 3).

- More than 85% of students (80% in 2016) responded 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 73% of students indicated that they were engaged in homework and this is higher than the NSW government norm.
- Almost 100% of students indicated that they value schooling outcomes and receive quality instruction.
- In both surveys, the school level factors for engagement, quality instruction, teacher student relations, learning climate and expectations for success, were rated at higher than 80% and were higher than state government norms.
- The students indicated that they participated in a range of extra-curricular activities. Lidcombe Public School students had a higher sense of belonging, better friendships and higher levels of motivation than NSW government norms.
- 81% of students expect to go to university (73% in 2016).
- 65% of students indicated that they use computers more than once per week at school to help them with school work.
- 38% of students indicated that they received the desired level of high challenging tasks and had a high level of skills in literacy and numeracy (35% in 2016).

In the open ended questions,

- Most students commented that the new technology and furniture made them feel comfortable and helped them in their learning.
- The majority of students stated that the school already excited them about their learning. Some suggested hands on creative tasks and gave examples of project based learning.

Partners in Learning Parent Survey – Term 3 2017

44 parents completed the survey. While this is an increase on 2016 (32 responses), there were approximately 600 families in the school. 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 (7.5);
- Parents support learning at home (6.5);
- School supports learning (7.7);
- School supports positive behaviour (8.2);
- Safe school (8.1); and
- Inclusive school (7.8).

These measures were consistent with 2016, however, parents support learning at home (6.5) was lower than 2016 (7.3).

The parents were asked two additional questions:

1) *If you were in an elevator and someone asked you to quickly describe our school?*

- Almost all 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, student discipline, individual support provided to students, high standards and the school grounds.
- There were only two problems sighted (traffic and crowding) which are beyond the control of school personnel.

2) *What can we do to encourage you to be more involved in the school?*

- Most of the replies stated that there was little else the school could do, as they were already involved, or had work commitments.
- Some asked for more notice about upcoming events and to be kept informed.

Teacher Survey Term 3 2016

44 staff members completed the survey (increase of 12 since 2016). 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 (8.3);
- Collaboration (8.5);
- Learning Culture (8.6);
- Data Informs Practice (8.5);
- Teaching Strategies (8.5);
- Technology (6.6);

- Inclusive School (8.7); and
- Parent Involvement (7.7).

All of these scores were slightly higher than in 2016. In the area of "Technology", the score increased from 6.6 to 7.1. This could be attributed to the school STEM program, providing more instruction and skills to assist teacher confidence in using technology; and increased access to technology for students and teachers.

Recommendations:

- Maintain current school directions and priorities.
- Consider feasibility of parent initiated suggestions to increase parent engagement in supporting student learning.
- More explicit teaching about resilience and social skills to assist students in coping appropriately with their social skills. Although incidences of bullying rarely occur at school, 27% of students indicated that they perceived that they had experienced bullying. This is lower than the state average (36%).
- Teachers to continue "high challenge, high support" focus and embed future focused learning to maximise student engagement in learning. 38% of students indicated that they would like more challenging tasks.
- Review whole school communication strategy.
- Peer coaching and mentoring to assist teachers in embedding technology into future focused learning.
- Consider and trial other options for increasing access to technology such as BYOD for students.



Policy requirements

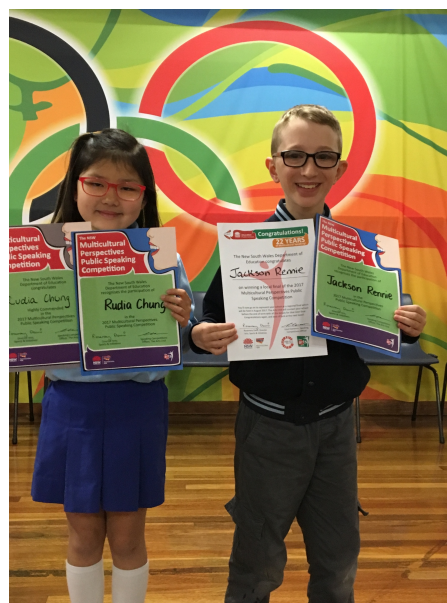
Aboriginal education

All teachers continue to embed Aboriginal education for all students. Five students identify as being Aboriginal at Lidcombe Public School. According to the Tell Them From Me (TTFM) survey, all of the Aboriginal students stated that they feel good about their culture, and that teachers understand Aboriginal culture. The students were all supported in their classes with Personalised Learning Pathways (PLPs). PLPs are an effective tool for increasing Aboriginal student engagement, supporting improved learning outcomes. Educational aspirations can be achieved when long term and/or short term goals are developed in genuine partnership with Aboriginal students, their parents or carers, and teachers.

One student participated in the "Yarn Up" public

speaking program at the Powerhouse Museum, culminating in a celebration day at State Parliament House. She also participated in an indigenous art competition. This Year 6 student also received a backpack, equipped with high school supplies, from the the KARI Aboriginal organisation. Aboriginal students are also invited to open whole school events, such as the Community Celebration Day, with Acknowledgement of Country addresses.

The staff continue to embed Aboriginal and Torres Strait Islander perspectives across the curriculum for all students at Lidcombe Public School. Average yearly attendance for Aboriginal students (90.95%) is slightly less than the whole school average yearly attendance (93.75%). This gap has gradually decreased in recent years.



Multicultural and anti-racism education

Multicultural Education

Multicultural education has remained a school focus, demonstrated through the development of skills, knowledge and attitudes that promote a culturally and linguistically diverse society. Intercultural understandings are integrated throughout all key learning areas.

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

In 2017, 94% of students were 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, 163 students (24%) were in the beginning phase.

The New Arrivals Program (NAP) provided intensive support for students 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 2017 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.

In 2017 the school created an Assistant Principal – EAL/D position to increase the capacity of the EAL/D teachers as an effective leadership team. Strategies included regular meetings where EAL/D teachers with proven expertise worked with the assistant principal to guide the EAL/D team in data assessment and explicit teaching strategies to advance students along the progressions. As a result of increased leadership capacity, all teaching staff successfully completed the Teaching English Language Learners (TELL) professional learning, facilitated by an expert EAL/D teacher with the support of the EAL/D team.

Future directions:

- Ongoing professional learning around the EAL/D progression at stage team meetings;
- Design future focused learning spaces for EAL/D withdrawal rooms;
- Continued implementation of TELL strategies in all classrooms.
- 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 outcomes. In 2017 the Community Language teachers focused on embedding creative and critical thinking into their lessons by developing collaborative, real life tasks. All students in the school were provided with an opportunity to participate in a ten 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 attend weekly professional learning

meetings with the EAL/D team and supported them by withdrawing targeted students to provide support in the 'comprehension' aspect of the Literacy continuum, in both the students' first language and in 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. They also supported the implementation of the TELL program by sharing their expertise. The Korean teacher's expertise was recognised when she was selected by DoE NSW Languages to participate in a team providing feedback on the draft Korean Syllabus.

Future Directions:

- Continue to embed technology and collaborative, real life problem solving;
- Support for community language teachers in integrating other KLA outcomes, as required in the draft syllabus documents.

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, already outlined in this annual report. 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

School Sport Report

In 2017, 198 students participated in the Auburn Zone Primary School Sports Association (PSSA) competitions and the school was represented by 18 teams. All 18 teams qualified for semi-finals and of these, 10 teams qualified for their respective grand finals, resulting in six premierships.

Lidcombe Public School participated in the three major zone carnivals for swimming, athletics and cross country. The school won the overall champion shields in all three carnivals and was percentage champion in both the zone athletics and swimming carnivals. 116 students represented the school at zone level, 37 students progressed to regional level and represented our school at the Sydney West carnivals. Six students represented Auburn Zone at the state athletics and swimming carnivals. One student represented Sydney West in the NSW PSSA State Rugby Championships and one student represented Sydney West at the NSW PSSA State Touch Football Championships.

All students at the school participated in the school carnivals and engaged in weekly school sports activities in an effort to improve on fundamental movement skills, their social skills and general understandings of sport and the rules associated with various games. This promoted a school-wide

participation in sport and an active and healthy lifestyle to all students at Lidcombe Public School.

Performing Arts

Seventeen Stage Two and Stage Three students were selected to be a part of the schools dance group and twenty Stage One students were selected to be in the school's Junior Choir. The dancers combined with the Junior Choir to create a Spanish inspired performance titled, 'La Bamba'. This performance item was selected to perform at Granville Schools 'Our Spectacular' at the Sydney Opera House.

Students also participated in senior choir, debating and public speaking, including the Multicultural Perspectives competition, where four students represented the school at the district final and one student was selected to represent district at the regional competition.

STEM

As part of the whole school focus on embedding technology in future focused learning, the school engaged Sammat Education, who provided a trained teacher who is a technology expert, to lead all students in Science Technology Engineering and Mathematics (STEM) problem solving activities. The students and teachers were engaged in weekly sessions for one term and the program was subsidised by the school's P and C association. During the program, class teachers learned alongside their students how to use spheros, ozobots and other technologies and how to apply coding and circuit designs to create new solutions to problems posed. As a result of the success of the program, students and teachers applied their new knowledge and skills to other applications in the classrooms, using new technology purchased by the school. The P and C have agreed to subsidise the program again in 2018.