

Lidcombe Public School

Annual Report



2018



2394

Introduction

The Annual Report for **2018** 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.

Matthew Lewis

Principal

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Message from the Principal

It is with great pleasure that I present the 2018 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 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. We enjoy this reputation because our whole school recognises what is key to our great school performance and overall enjoyment of the education experience.

These key indicators include:

- Students are our primary focus.
- We promote a culture of striving for your personal best.
- Our staff are caring, motivated, professional and hard working.
- We recognise there are many reasons to come to school and as such, we offer many extra-curricular opportunities for students.
- 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.

I would like to thank my deputy principal, Mr Michael Duffy, for all of his hard work in collating this annual report. I would also like to thank and acknowledge the hard work of the school executive and committee leaders for their contributions.

Matthew Lewis (Principal)

Message from the school community

Every year the parents, families and wider community make an outstanding contribution to the life of the school and, ultimately, the success of our students. It is one of the things that makes Lidcombe Public School such a great educational institution.

In 2018, the P & C raised approx. \$24 000 and we were very pleased to be able to make donations of over \$20 000 to the school. Our efforts resulted in more resources for the school staff, as well as more educational options for all our children including \$10 000 towards iPads, \$2000 to subsidise the cost of transport for excursions, just over \$12 000 to subsidise the cost of the fabulous STEM program as well as our regular donations of library bags for new Kindergarten students, and cup cakes and signature bears for Year 6.

To all those who donate in kind and financially to the P&C – 'thank you'. I have to make particular mention of those parents that donate their time so generously – There are quite a lot of you and I'd hate to forget someone but you know who you are, your help is truly invaluable, whether it's helping at sausage sizzles, selling gifts at Mothers Day and Fathers Day stalls, running the uniform shop, being part of a merit selection panel, creating classroom resources, covering library books, doing the school banking or serving toast at Breakfast Club … none of these things can be done without you.

Breakfast Club has been a huge success this year with around 100 students coming along each week to receive a free breakfast. It's a busy but very enjoyable 30–60 minutes each Thursday. Many thanks to all those who have donated food items to help us out, this combined with a \$500 donation from the Commonwealth Bank helped greatly towards the cost of providing breakfast to the children each week.

Also going from strength to strength is the school banking program with over 300 students registered. The Uniform Shop also continues to perform well with a healthy balance of around \$15,000.

A number of enjoyable and successful events have been run by the P&C over the last 12 months. The Mothers Day and Fathers Day stalls are always enjoyable. It certainly brings a smile to our faces to see how much the children enjoy choosing just the right gift. Family Fun Night and Community Celebration Day are huge events which continue to bring the community together. I hope that over the next year we can continue to foster a strong sense of community within the school as well as raise funds not only for new items and facilities, but to support the educational programs already in place for the children. This school does a great job in welcoming and celebrating our students throughout their school experience, but it is important that we also connect with our parents and bring them into the community as well.

To our Principal, Mr Lewis, and our Deputy Principals, Mr Duffy, Mrs Harvey and Ms Ward: on behalf of the P&C and parents in general – thank you for attending our P&C meetings and events and always having an open door. The openness of the school leadership and readiness to discuss ideas and support various projects has been, in my view, exceptional. It is one of the reasons the school is as good as it is and has an exciting future ahead of it. We truly value the great partnership that we have, I know it doesn't happen in every school! Also to our hardworking and dedicated staff thank you for taking such good care of our children and for continuing their education in all areas.

Julie Rush – P&C President

Message from the students

The moment I enter the school gate, I step foot into a world of dreams where possibilities are endless.

What makes you talented is you, yourself – your courage, your loyalty and your resilience. On my first day at Lidcombe Public School in 2013 (Year 1), I felt like an outsider. After three weeks I felt like I was at home. Every one made me feel welcome and from that first day I tried my best and ended up as school captain. I've learnt from being school captain that there are no limits. For example, instead of running a fruit stall, the SRC stepped it up a notch and we ran a stationery stall every Tuesday. In 2018 we built a sustainable garden, won five PSSA titles and came first in the zone competitions.

Congratulations to 2019 school captains and prefect team. I would also like all of us to take a moment to thank all the staff and the office ladies and appreciate what they have done for us.

Adam Mhajer and Fatima Jamshidi (2018 School Captains)

School background

School vision statement

Lidcombe Public School is an innovative, caring and inclusive learning community with a holistic educational focus. Our students will be confident, resilient, compassionate, collaborative and socially responsible global citizens.

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 45 different languages being represented. The most predominant languages spoken at home (March 2018) are: Chinese (22%), Korean (19%); Turkish (14%), Arabic (13%); English (6%) 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 803 students enrolled in March 2018.

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 (SEF2), 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.

The 2017 self-assessment (SEF2 S-As) was used as baseline data to frontload each of the newly established SEF committees, comprising small groups of teachers responsible for collecting and validating a range of school wide evidence for their respective elements.

The 2018 SEF committees' self-assessment for **Learning** is:

- Sustaining and Growing for Learning Culture, Curriculum, Assessment, Reporting and Student Performance Measures;
- Excelling for Wellbeing; and
- Excelling in the themes of High Expectations and Transitions, Continuity of Learning Differentiation, Summative Assessment, Value-Add, and Internal and External Measures Against Syllabus Standards.

The Student Wellbeing Framework is evidenced in the school, enabling students to succeed, connect and thrive. Whole school professional learning is delivered to 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, as a result of working with other agencies and the AEDI findings to inform an eight week transition program. Learning Links and other agencies support the school in building on the literacy, numeracy and wellbeing skills of students who were identified by the Learning Support Team. Effective transition visits are also organised for years 4, 5 and 6 students with the local high schools and transition plans are managed for vulnerable students, including Special Education students. The value-added categories for 2018 align with the Excelling descriptors in the value added thread for K-6, as evidenced by Best Start, NAPLAN and PLAN data.

The 2018 SEF committees' self-assessment for **Teaching** is:

- Sustaining and Growing for Effective Classroom Practice, Professional Standards, and Learning and Development.
- Excelling in Data Skills and Use; and
- Excelling in the themes of Literacy and Numeracy Focus, Collaborative Practice and Feedback, and Professional Learning.

Effective classroom practice is supported across the school by regular, timetabled collaboration on every aspect of the teaching and learning cycle and implementation of professional learning into instructional practice. Teachers analyse school and external data in 5 week action learning cycles in literacy and numeracy, and reflect on evidence informed practice to determine priorities and directions for the next teaching and learning cycle. Teachers 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 to outcomes and this is linked to the Professional Development Plan (PDP) process. All teachers engage in collaborative practices to improve their own learning such as providing demonstration lessons, shoulder to shoulder support in classrooms, delivery of curriculum and pedagogical knowledge, and peer coaching and mentoring. 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 to build on their teacher leadership capacity. Early career teachers are supported with professional learning resources targeted to their needs. Additionally, the school works with other schools and professional organisations to harness expertise to support future focused learning, critical and creative thinking and growth mindset. The school's quality learning environment is based on quality teaching, evidenced by different platforms of technology and flexible furniture to support a wide variety of learning styles.

The 2018 SEF committees self-assessed the school as excelling for **all Leading** elements and themes.

The school works effectively to inform parents about school priorities and practices, and acts on feedback whenever possible. 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, including several multicultural evenings. 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 2018–2020 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 the strategic directions required to realise the school's strong 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, including the establishment of SEF and Major Programs committees, empowering all staff to actively evaluate and review evidence so directions are 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 and a collective capacity building approach to professional learning. 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 SBAR and its implications for equity and low socio-economic funding.

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

Future Focused Global Citizens

Purpose

Our students are empowered as life long learners who take ownership of and responsibility for their learning. They develop Literacy and numeracy proficiency, confidence, social and emotional intelligence and thrive in quality, future focused learning environment.

Overall summary of progress

All milestones were achieved in three processes:

- Evidenced based assessment in Literacy and Numeracy
- Future focused learning
- Targeted interventions for all students

Professional learning and reflective teaching practice have had a positive impact of student performance in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustained student growth in a range of data sources.	English Language Proficiency	Student growth, as evidenced by NAPLAN, Best Start PLAN and School based data is excelling (SEF2 – Value-Add theme) and above state averages for Growth.
Increased proportion of students achieving proficiency in literacy.(Most students achieve in the top two bands)		45.4% – Year 3 students 32.4% – Year 5 students Average increase of 10% over three years.
Increased proportion of students achieving proficiency in numeracy. Most students achieve in the top two bands.		46.8% – Year 3 students 37.5% – Year 5 students Average increase of 10% over three years
Increased critical and creative thinking, evidenced by school based and external sources.	Professional learning funds (from TPL, school based and Literacy and Numeracy sources – \$56 702)	All students participated in giving and receiving critical feedback and participating in real world project based learning and STEM learning activities .

Next Steps

More focused whole school approach to implementing Learning Intentions and Success Criteria (LISC) in literacy and numeracy, guided by syllabus outcomes and the learning progressions.

Continue to embed future focused quality teaching and learning practices

Strategic Direction 2

Evidence informed practice

Purpose

Our teachers are empowered to lead future focused learning by working collaboratively and sharing knowledge to build the capacity of others through instructional leadership. Professional learning is evidence based to address student needs and the Australian Professional Standards.

Overall summary of progress

All milestones were achieved in two processes:

- Building capacity in others
- Professional learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.		All staff PDPs are linked to school priorities and feedback provided references the APST. Professional learning is explicitly linked to APST where ever practical.
Explicit systems are embedded for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school wide improvement in teaching practice and student outcomes.	ECT Funding additional 0.4 RFF ECT funding for 0.2 ECT Mentor \$5000 TPL for Peer Coaching \$3500 TPL funding –Craig Kemp	Peer mentoring and coaching resulting in early career teachers (ECTs) providing peer feedback from observations of each other's professional practice. ECT mentor provided ongoing feedback and support to all new early career teachers. Seven ECTs improved their teaching practice in delivering future focused education to their students, as a result of seven other teachers completing PeerEd Peer Coach training with a registered facilitator. All students participated in future focused, project based learning (ProBL)activities, as a result of whole school professional learning (PL) focused on Growth Mindset, digital technologies, and ProBL.

Next Steps

- Embed Growth Mindset, digital technologies and ProBL
- Continue PeerEd Peer Coaching and ECT mentoring
- Link ProBL with Learning Intentions and Success Criteria (LISC) to provide explicit self reflection and curriculum focused feedback opportunities for students and teachers.

Strategic Direction 3

Positive Partnerships

Purpose

Our community engages in respectful partnerships that value the expertise and opinions of students, parents, staff and the wider community. A shared, positive, child centred learning culture creates engaging and challenging learning environments.

Overall summary of progress

All 2018 milestones were achieved in two processes:

- establishing a culture of high expectations;
- and building the collective capacity of the community

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased positive, constructive feedback to strengthen and enhance school community programs.	\$1500 TPL Two Executive staff attended ProBL training	All staff and 80 parents understand and are beginning to use process feedback with students, as a result of the Growth Mindset professional learning and parent workshop. All students practised giving kind, explicit helpful feedback, inspired by "Austin's Butterfly". Less than 30 parents participated in the Parent Tell Them From Me survey.
Sustained student attendance at 95% or higher.		Student attendance in 2018 was 94.6% (1% on 2017). Average attendance was higher than 95% in Term 1 and Term 4.
Engagement is strengthened across the school community (students, staff and parents/carers).		<p>More than 30% of families and 90% of staff attended each of the four intercultural evenings held to promote understanding and goodwill across the school community.</p> <p>40 parents attended the ThinkUKnow Cybersafety workshop. More than 80 families attended the parent workshop on Growth Mindset, led by four key staff. More than 110 families regularly attended the eight Kindergarten Transition mornings in Term 4.</p> <p>All P and C events and meetings were well supported and quorums were maintained at all P and C meetings.</p> <p>New communication strategy to inform parents about school events using the new school website, Twitter, Team App and Sentral portal.</p>
Increased quality teaching and future focused learning supported by digital technologies and growth mindset	\$3300 (QTSS)	<p>Seven SLSOs and 56 teachers participated in exploring neuroplasticity, growth vs fixed mindsets, process feedback and grit. A community workshop was then led by key staff and attended by more than 80 parents/carers.</p> <p>All students participated in formal and informal learning about Growth Mindset, neuroplasticity, process feedback and Grit.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased quality teaching and future focused learning supported by digital technologies and growth mindset		<p>Staff used a range of methods to increase positive feedback with peers and students resulting from Peer Coaching, L3, ECT mentoring and learning team observations.</p> <p>All students were given opportunities to participate in STEM learning with an external provider. This supported in the classroom with the introduction of BYOD (Stage 3).</p>

Next Steps

- Continue to embed Growth Mindset and process feedback
- Students continue practising how to give and receive feedback, supported by teachers and parents
- Look at alternative strategies for receiving feedback from parents about the schools programs
- Continue to increase the school attendance rates by supporting families at risk and further communication with parents about the importance of attendance at school
- Continue with intercultural evenings and invite other cultures to participate
- Continue with practical workshops for parents to empower their support for their children and the school
- Build on the school's communication strategy so parents are better informed about school events.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3 378	<p>No discernible difference between Aboriginal students' level of achievement with mainstream students.</p> <p>TTFM survey shows that Aboriginal students feel comfortable about their culture and that their teachers understand them.</p>
English language proficiency	\$64 028	<p>0.6 L3 Lead Trainer (at DP level) 0.2 L3 Trainer (at AP level) resulted in all K–2 teachers trained or training in L3. Students achieved at or beyond L3 expectations in</p> <p>1) Reading:</p> <ul style="list-style-type: none"> • 63% ES1 (Level 9) • 66% Year 1 (Level 18) • 85% Year 2 (Level 23) <p>2) Writing:</p> <ul style="list-style-type: none"> • 49% Year 1 in cluster 6 (T4) • 49% in cluster 8 (T4) <p>Six executive teachers attended workshops to introduce new Literacy and Numeracy Learning progressions</p>
Low level adjustment for disability	\$91 641	<p>All teaching and learning programs show documented evidence that they are adjusted to address individual student needs identified in 2018 NCCD survey.</p> <p>Additional SLSO support provided to students for Literacy, Numeracy and Social Skills support. This is verified by the LST with senior school executive.</p>
Quality Teaching, Successful Students (QTSS)	\$149 082	<p>Increasing student engagement and resilience as a result of professional learning held for all staff with external expert presenters about Growth Mindset and Connecting, Engaging and Empowering Learning.</p> <p>Seven teachers increased their teaching capacity as a result of working with seven peer coaches who were trained by a PeerEd peer coach facilitator.</p> <p>All students improved their capacities as learners by giving and acting on peer feedback and participating in project based learning.</p>
Socio-economic background	\$207 132	<p>NCCD data and Learning Support team data shows that all students are supported with appropriate adjustments for learning and wellbeing.</p> <ul style="list-style-type: none"> • Appointment of fulltime executive position Assistant principal – Supporting Students to manage the Learning Support Team and lead LaST and EAL/D teams. • 99% of students were "green" throughout 2019 • Additional SLSO time for students requiring fulltime support, who were partially supported by IFS.
Support for beginning teachers	\$127 230	Early career teachers supported by 0.2 ECT

Support for beginning teachers	\$127 230	<p>Mentor position providing both 1:1 and small support from a teacher with expertise.</p> <p>0.4 RFF position enabling time for ECTs to observe peers and provide constructive feedback about their practice.</p> <p>Seven ECTs participated in Peer Coaching to develop their confidence in delivering quality FFL for their students.</p>
Targeted student support for refugees and new arrivals	\$701	<p>All students have equitable access to learning resources, equipment, technology, uniform and extra-curricular activities. The school works closely with a psychologist from STARTTs to develop a targeted learning program for one student. EAL/D teachers provide support for targeted refugee students with language acquisition.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	323	363	393	415
Girls	325	312	369	392

Lidcombe Public School continues on a trend of increasing student enrolments. This is due to high density residential development and strong community support for the school's diverse learning, welfare and extra-curricular programs for students. In 2018, there were 807 students enrolled throughout the year with 90 Year 6 students graduating to high school. There are more than 120 enrolments already confirmed for Kindergarten in 2019, taking the estimated 2019 enrolment to more than 820 students.

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

In 2018, the school began using Sentral, enabling teachers to effectively maintain their class rolls more efficiently. This year Lidcombe Public School also created a new position, Assistant Principal – Supporting Students (APSS). One of the APSS's roles is to lead the attendance monitoring committee and liaise closely between the school executive and the learning support team to: identify students at risk; and support staff in working with families to improve student attendance at school. The APSS 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	2015	2016	2017	2018
K	95.4	95.2	95.4	94.4
1	94.5	96.1	95.1	95.4
2	96.8	95.1	95	95.2
3	95.5	96	97	95.2
4	96.2	95.3	95.7	95.9
5	96.2	96.3	95.2	95.3
6	96.6	94.7	94.1	94.3
All Years	95.9	95.5	95.4	95.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

While the school's overall attendance remains higher than the state average, it is slightly lower than in previous years. Most of the absences in 2018 were due

Class sizes

Class	Total
K DINGO	17
K WALLABY	17
K CASSOWARY	17
K QUOKKA	16
K BILBY	17
K POSSUM	17
K KOALA	17
1 ACACIA	22
1 WARATAH	23
1 KANGAROO PAW	21
1 GREVILLEA	22
1 EUCALYPTUS	22
1 XANTHORRHOEA	23
2 LILLI PILLI	24
2 FIREWHEEL	25
2 CASUARINA	25
2 BOTTLEBRUSH	24
2 MELALEUCA	23
S2B	29
S2L	28
S2H	28
S2F	29
S2W	29
S2C	28
S2S	29
S3M	30
S3Y	29
S3F	30
S3U	29
S3B	29
S3T	29
S3N	29

Structure of classes

The school had 35 classes in 2018, including three special education support classes and seven early stage one (kindergarten) classes. All K–2 classes are grade based and Stage 2 and Stage 3 classes are multi-aged within each respective stage. Teachers exercise much care and a lot of time in developing classes each year. All students are individuals and a

variety of factors are considered including: students who work well together; students who work better when separated from other students; behaviour issues; specific learning needs; personalities, gender and learning styles.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	32.28
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.4
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	7.87
Other Positions	3.8

*Full Time Equivalent

Two out of 78 staff members identify as 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

Beginning Teacher Strategy 2018

A number of school developed initiatives were refined to support the growth and development of our Early Career Teachers (ECTs). ECT Mentoring provided support for 16 targeted ECT teachers with 1:1 support in class on a weekly basis. Individual goals were negotiated with each ECT to ensure meaningful, specific support and guidance. Individual goals and 1:1 support most often related to:

- Guided Reading and Reciprocal Reading procedures– Orientations, word work and prompting during the reading.
- L3 Modelled Reading process – planning, implementing and using observations to inform future teaching focus.
- L3 Writing process – Planning, implementing and using observations to inform future teaching.
- Using the Literacy Continuum and resources aligned to teaching points.
- Using the Numeracy Continuum and resources aligned to teaching points.
- Integration of ICT into classroom practices to enhance student engagement and learning.
- Classroom and program organisation to manage workload and student participation.
- Individual nature of student development – particularly focusing on EALD learners.
- Managing student behaviour– relating to the Micro Skills program for 3 targeted ECT teachers.

The Early Career Teacher Mentor position was created by the school and used to assist ECTs to achieve their goals. The ECT Mentor helped ECTs to identify and consistently reflect on their professional development, learning and goals using Australian Professional Standards for Teachers. The ECT Mentor also led and/or co-ordinated workshops for early career and new teachers in the school focusing on:

- New Staff Induction.
- Code of conduct.
- Writing individual education plans (including learning and behaviour) and personalised learning pathways.
- Reports and Parent/Teacher Interviews.
- Teaching Guided Reading.
- Positive Behaviour for Learning.

Time was also provided for ECT teachers to build trusting relationships, observe one another teaching and provide kind, helpful and explicit feedback based on pre-negotiated success criteria. This feedback provided further evidence of their achievement of performance and development plan (PDP) goals. The following impacts on ECT professional learning have been achieved:

- Targeted high quality support for ECT teachers in their first 3 years of teaching.
- Modelled best practice within LPS.
- Support for teachers beginning their career to ensure a positive start to facilitate teacher wellbeing.
- Opportunities for modelled best practice to consolidate theoretical understandings.
- Development of collegial networks for ECTs by fostering ECT to ECT networks.
- Development of collegial networks by building opportunities for ECT's to observe their experienced peers.
- Expectation for reflective practices within their own teaching but also while observing others.
- Development and modelling of our consistent culture of high expectations at LPS.

The ECT mentor implemented an ECT survey in Term 4 and from this the following future directions were determined for ECT teachers in 2019:

- Beginning Teacher Strategy Support for Early Career Teachers 2018.
- Beginning Teacher Strategy allowing 22 ECT teachers to access peer observation time on a fortnightly basis.
- Teachers who are receiving ECT Mentoring do not access Beginning Teacher Strategy time concurrently.
- Teachers were paired and given 1 hour a week for one member of the pair. ECT teachers could use this time to observe their partner, observe other teachers or engage in professional learning.
- In term 3, all teachers were expected to give a detailed reflection on their observations to their partner, AP, Principal and ECT facilitator.
- Late Term 3 and Early Term 4, three ECT teachers entered into the Beginning Teacher Observation Strategy from ECT Mentoring.
- Late Term 3 and Early Term 4, three new ECT teachers began mentoring.

Future Directions:

- Twice Term ECT workshops based on the feedback from Term 4 feedback.
- Continuation of ECT mentoring program over 3 days a week with eligible staff in 2019.
- Further integration of the Australian Professional Teaching Standards into the Teaching and Learning cycle.
- Targeted support/ workshops focusing on Staff Induction (for all ECT and new staff to LPS) with a focus on wellbeing, PBL & behaviour management, Code of Conduct (if not done as whole school), Accreditation, Programming/ Programs, using the Learning Progressions (if needed beyond whole school training), Future Focused Learning and STEM.
- Continuation of Beginning Teacher Strategy in 2019.
- Implement changes based on ECT feedback Term 4, 2018 (written above) including the reduction of observations as the term/ year progresses (4 per term), more structured observations, and ECT mentor position extended from one to three days per week.

Accreditation in 2018

In 2018, all staff were accredited as being "proficient" by NESA and teachers employed prior to 2004 began the maintenance phase. Seven teachers completed their accreditation at proficiency level, including Mr Ramsey Terry, Ms Allison Wong, Mrs Pamela Gowling, Mr Emin Kucuk, Miss Nerida Clift, Mrs Paige Kelly and Mrs Sheryl-Lou Gatmaitan.

Professional Learning

Lidcombe Public School staff model life long learning and value their professional learning. Professional learning is determined by the school plan strategic directions, and these are informed by student and staff learning needs.

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 Kindergarten. In 2018:

- Five kindergarten teachers and four stage one teachers completed their second year of training and implementation (OPL). This involved ten hours of face-to-face training with several coaching visits to reflect on and improve their practice.
- Seven stage one teachers began their first year of training and implementation involving 30 hours of face-to-face training and coaching visits between each training session.

The professional learning program develops skills and understandings around establishing a quality learning environment that includes independent learning centres for application and consolidation of literacy skills across the key learning areas. Teachers learn how to develop student's comprehension skills and quality talk through modelled reading and discussion of literature. They learn to explicitly teach reading and writing skills in modelled, guided and independent learning situations. Teachers plan their lessons around student needs as identified in observations of work samples and five weekly data collection and analysis cycles.

In exit surveys all teachers reported that they felt more competent and confident in teaching students how to read, write and comprehend texts. They stated that they had a greater understanding of students' literacy skills and what they needed to learn next due to their ongoing observation and data analysis.

Student data demonstrated that in ES1 and Stage One there was consistent growth across the year in instructional reading levels, writing vocabulary, hearing & recording sounds and Literacy Continuum data for reading texts, aspects of writing and comprehension. At the end of the year 64% of kindergarten students were reading at or above the expected level. Most of the training Stage 1 teachers recorded over 80% of their students reading at or above the expected levels in Year 1 and Year 2.

Future directions:

Whilst the growth in comprehension and writing skills was evident in the Literacy Continuum data, further improvement can be made to bring the results closer to grade expectations.

- Maintain and extend training in 2019 –
- Three new Kindergarten teachers and four new Stage One teachers to begin training.
- Six Stage One teachers to complete their OPL training and second year of implementation.

The school plan strategic directions informed professional learning priorities.

- 97% staff attended a Growth Mindset professional learning day (Term 3) with a national external consultant (Luke McKenna), resulting in implementation of Growth Mindset into staff's reflective practices and classroom practice for students. This was followed by a parent workshop led by four executive staff, attended by 60 parents and carers.
- 96% staff attended a Digital Technologies

professional learning workshop with an international external consultant (Craig Kemp) on a Sunday 22 July 2018 in lieu of Friday 21 December 2018.

- All teachers attended a one of a series of Digital Technologies workshops relating to the draft K-10 Science and Technology syllabus. This was held by and external consultant from the University of Adelaide. Following this workshop, the school staff self-assessed their understandings and skills as being good and the school declined further training with the University.
- Two executive staff received training on project based learning and led all teaching staff at the Term 2 professional learning day in preparing all students to successfully complete two projects: 1) giving and receiving kind, explicit and helpful feedback (based on "*Austin's Butterfly*"); and project based learning. All stage and learning teams participated in completing a project based learning task, that involved students collaborating to create a purposeful solution to a real life problem to real audiences. The outcomes of these were shared in a celebration/data sharing session with all teaching staff.
- Two executive staff attended a professional learning session about visible learning, learning intentions and success criteria, focusing on consistent practice, K-6. This knowledge was provided to the executive at a whole day executive planning workshop, the outcome being consistent implementation practice of LISC in the whole teaching cycle and an updated programming proforma.
- Seven teachers (including an AP and a DP) completed a 30 hour PeerEd Peer Coach training course throughout 2018, resulting in their applied knowledge and learned skills (including clarifying and deep probing questions) to coaching seven early career teachers. The benefits of the program for students were documented in a video shared with the teaching staff.
- Senior executive attended a series of professional learning sessions, linking evidenced based practices with the school plan. As a result, pause points were created in the school plan evidence.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	945,776
Revenue	8,374,974
Appropriation	8,018,009
Sale of Goods and Services	16,139
Grants and Contributions	324,402
Gain and Loss	0
Other Revenue	2,975
Investment Income	13,450
Expenses	-7,923,998
Recurrent Expenses	-7,923,998
Employee Related	-7,292,721
Operating Expenses	-631,277
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	450,976
Balance Carried Forward	1,396,753

	2018 Actual (\$)
Base Total	5,212,312
Base Per Capita	152,170
Base Location	0
Other Base	5,060,142
Equity Total	1,059,155
Equity Aboriginal	3,302
Equity Socio economic	172,952
Equity Language	624,678
Equity Disability	258,222
Targeted Total	671,745
Other Total	725,472
Grand Total	7,668,684

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.

Concerning our school budget:

- The school's financial management processes and governance structures meet financial policy requirements;
- Intended use of funds available – saving for air conditioning, safety fencing, appropriate furniture and other capital needed in the new buildings that is not provided by DoE . The school will 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 (play activities, 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.

School performance

School-based assessment

Early Stage One

Early Stage One Instructional Reading Levels

Long term data: 2014 – 2018 Maintaining over 60% of students achieving at or beyond expectations

Our Achievements in 2018

- High engagement and hands on learning centres
- Independent learners
- Flexible groupings/ management and targeted learning goals
- Developed an ability to reflect on, and adapt daily L3 practice.

Reading – 88.1% of our students are in the band of expected levels (42.3% L6–8, 40% L9–11, and 5.8%(L12). 74% students reading at instructional reading level 9 or above at Week 38.

Writing – 56% of our Kindergarten students reached 41+ words by Week 30 and all are participating in daily independent writing.

"Reading to" sessions that focus on questioning and comprehension, students are able develop rich language and make deep connections between self, the world and text.

Writing sessions have become a daily occurrence in our classrooms where students are able to experiment with writing conventions and strategies.

Going forward – look at strengthening word work and familiar reading to support development of understandings to extend reading and writing skills.

Stage One

Reading

Stage 1 students engaged in guided reading lessons as part of the L3 process. Teachers individualised learning goals and differentiated reading resources to support the development of skills and strategies through the – *learning to read* process. Many students moved onto reciprocal reading–procedures, where they learnt to integrate sources of information in text to *read to learn* and build greater understanding of text features.

- **Students are expected to reach level 18 by the end of Year 1.**
- At the beginning of Year 1 there were 2% of students at this level.
- By Term 4 there were 66% of students (additional 25% reading levels 15–17).
- **Students are expected to reach level 25 by the end of Year 2.**
- At the beginning of Year 2 there were 5% of students at this level.
- By Term 4 there were 85% of students above level 23.

Writing

Students in Stage 1 follow the L3 model for writing.

Plan, Compose, Revise, Edit, Publish (Peer editing during Compose, Revise, Edit or Compose). Teachers model for students how to give, kind, specific and helpful feedback during any part of the writing process.

During the term teachers set individual goals for students and plan lessons to support students to achieve their goals using quality literature both fiction and non-fiction.

Learning Intentions and Success Criteria for lessons centre around students writing to –

- Entertain
- Inform
- Persuade

Stage 1 teachers developed an assessment rubric based on the learning needs of the students. They used consistency of teacher judgment CTJ to analyse and compare writing samples and recorded the data in PLAN using the Literacy Continuum markers and English Syllabus outcomes.

Year 1

- In Term 1, 65% of students in were in Cluster 3 and 1% in Cluster 6.
- In Term 4, 49 % were in cluster 6 and 17% in Cluster 3.

Year 2

- In Term 1, 55% of students in were in Cluster 4 and 17% was in Cluster 6.
- In Term 4, 49 % were in cluster 8 and 4% in Cluster 4.

Targeting Early Numeracy (TEN)

Teachers used the NSW Mathematics Syllabus outcomes and NSW Numeracy Continuum to monitor students' achievement of learning goals in numeracy.

Early Arithmetic Strategies

Year 1

- During Term 1, 61% of students were Emergent. This shifted to 4% in Term 4.
- In Term 4 were 84% were at Counting On and Back.

Year 2

- In Term 1, 42% of students were Perceptual. This shifted to 8% in Term 4.
- In Term 4 were 64% were Facile.

Learning Goals and Success Criteria (LISC) were introduced to support student learning. The students responded with enthusiasm, resulting in higher engagement, higher levels of responsibility for their learning.

Stage 2

Mathematics

New resources were purchased and rotated between classes to teach engaging, hands on and interactive lessons to the wide range of student needs. A culture of collaboration has been established between staff, enabling regular and honest sharing and collaborative programming. This promoted passion and independence as teachers took risks with their teaching and created engaging and interesting lessons that suited the students. Teachers jointly analysed assessment results to target areas of need.

All staff attended Maths Building Blocks for Numeracy (MBB4N) professional learning, emphasising the need for authentic problem solving and a focus on the Continuum to guide where to teach next. This married well with Project Based Learning and hence the real world mathematics became engaging and gave purpose to lessons.

As a result the average Stage 2 school based mathematics results increased by 29% from Term 1 to Term 4.

Writing

In 2018, Stage 2 teachers focused on developing narrative writing by teaching the narrative structure and language forms to create interesting and complex texts. This was achieved by applying a greater emphasis on purpose than text type. Teachers created two lessons each week where they explicitly taught a skill to use in writing and then applied that skill to narrative writing. Teachers created time for the students to focus on

applying the learnt skills to the structure and language by providing them with the stimuli and plot.

Stage 3

In 2018 the Stage 3 team Implemented and delivered an authentic literacy program, that was responsive to the literacy needs of Stage 3 students, building on the continuation of the highly successful L3 program that runs K–2 in our school and the Love Our Literacy (LOL) in Stage 2. Teachers embedded a consistent approach to assessment of writing and assessment of grammar and spelling procedures across Stage 3. Mathematics learning centres were introduced to engage students and reinforce core concepts. Planned, quality rich, authentic learning programs (Project Based Learning (ProBL)) integrated key learning areas and technology and included:

- The Game Changer Challenge;
- EV3 Robotics;
- Scratch;
- Stage 3 Sustainable Garden Project; and
- Challenge Expo–Science and Financial Maths.

This resulted in:

- 4% average increase in school based writing results for a variety of purposes.
- 3% average increase in school based mathematics results.

Recommendations:

- Continue to implement student centred pedagogy with an aim to give students the opportunity to develop knowledge and skill through engaging projects set around challenges and problem they may face in the real world. (ProBL)
- English – focusing on reading
- Mathematics – differentiated problem solving
- Assessment – Backward mapping and student portfolio

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.
- Lidcombe Public School NAPLAN scores are inclusive of Special Education students with mild to moderate intellectual disabilities.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should

take into consideration the different test formats and are discouraged during these transition years.

YEAR 3 Reading

- 45.4% students are proficient (top two bands) (state 48.6%).
- 14.5% students are in bottom two bands % (state 13.2%).
- 51.4 % students achieved average or above expected growth.
- Trend data – From 2014 to 2017 there was a steady increase in average score, with a slight decline to just below the state average in 2018.

Year 3 Writing

- 58.7% students are proficient % (top two bands) (state 43.5%).
- 7.4% students in bottom two bands (state 10%).
- 66.4% students were at or above expected growth.
- Trend data – From 2015–2018, the school has followed the state's trend line and maintained higher scores than the state average.

Year 3 Language Conventions / Grammar and Punctuation

- 45.4% students are proficient (top two bands) (state 44.0%).
- 17.2% students were in bottom two bands (state 14.9%).
- 66% students were at or above expected growth.
- Trend data – The school has maintained a trend line that is comparable with state average from 2015 to 2018.

Year 3 Spelling

- 59.1% students who are proficient (top two bands) (state 48.1%).
- 9% students in bottom two bands (state 14.8%).
- 73.6% students were at or above expected growth.
- Trend data – With the exception of 2015 (when the school was level with the state average), the school has maintained higher than average NAPLAN scores in Spelling, when compared with the state.

Year 5 Reading

- 32.4% students are proficient (top two bands) (state 30.2%).
- 20.2% students in bottom two bands (state 19.9%).
- Average Growth from Year 3 to Year 5 was 74.3 (state 82.7).
- Trend data – Rising school trend since 2016 compared to a flat state trend.

Year 5 Writing

- 16.7% students are proficient (top two bands) (state 20.2%).
- 16.7% Students in bottom two bands (state 16.1%).
- Average growth from Year 3 to Year 5 was 59.7 (state 47.6).
- 66.4 % students were at or above expected growth (state 59.5%).
- Trend data – School has shown a sharp rising

trend since 2016 compared to falling state trend since 2015.

Year 5 Grammar and Punctuation

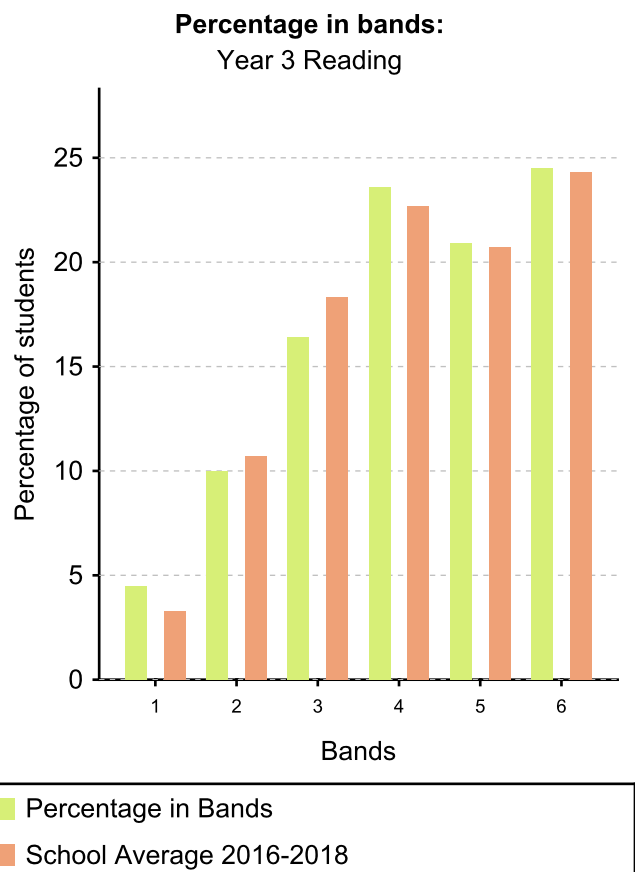
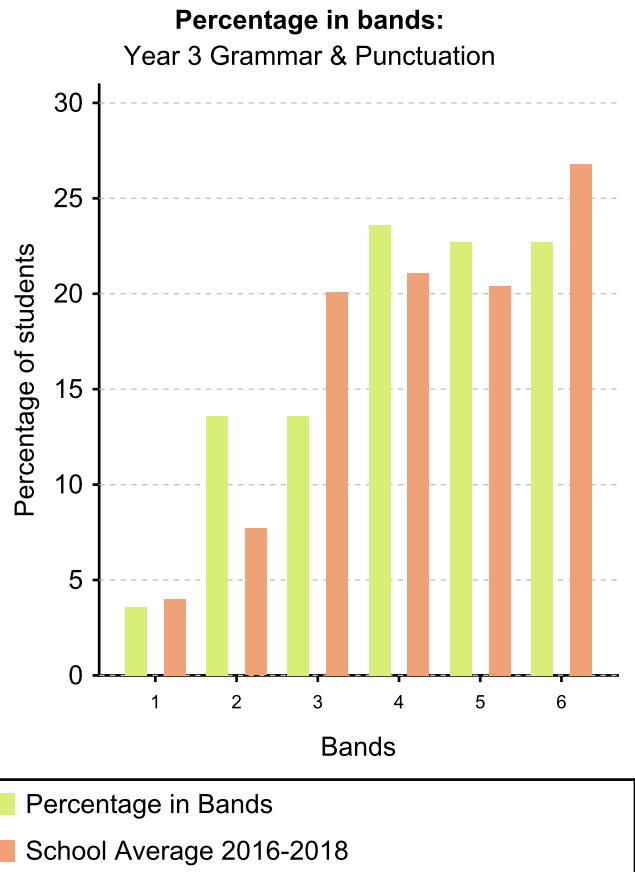
- 58.8% students are proficient (top two bands) (state 29.9%).
- 8.8 %students in bottom two bands (state 16.9%).
- Average growth from Year 3 to Year 5 was 91.1 (state 68.3).
- 66% students were at or above expected growth (state 56.5%).
- Trend data –Sharp rise since 2017 as compared to a flat and falling state trend.

Year 5 Spelling

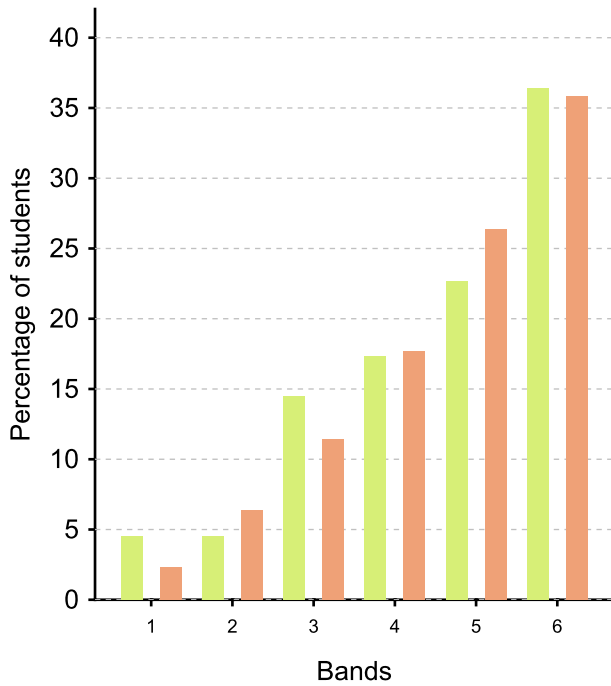
- 58.8% students are proficient (top two bands) (state 34.8%).
- 8.8% students in bottom two bands % (state 15.5%).
- Average Growth from Year 3 to Year 5 was 94.0 (state 79.7).
- 73.6% students were at or above expected growth (state 58.0%).
- Trend data –School trend line is consistently higher than the state average with a sharp rise since 2017 against a flat state trend.

Future Directions:

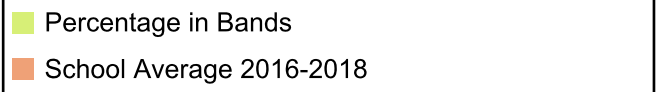
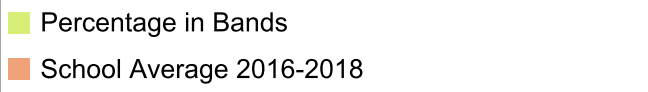
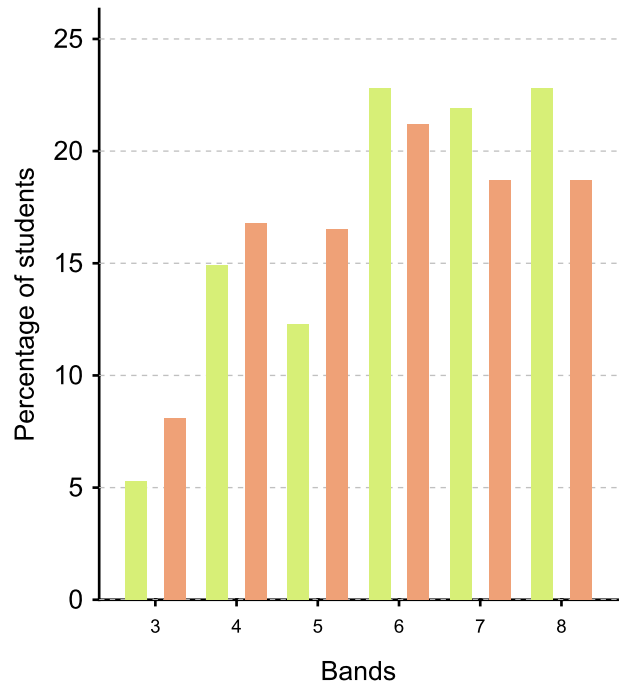
- Weekly pre and post test.
- Differentiated spelling program as per term unit.
- Integrate spelling with technology to make it more engaging.
- Weekly explicit grammar lesson.
- Monitor through progression/ LISC focus.
- Explicitly modelling writing strategies.
- Teacher Professional Learning for teachers on teaching reading and writing.



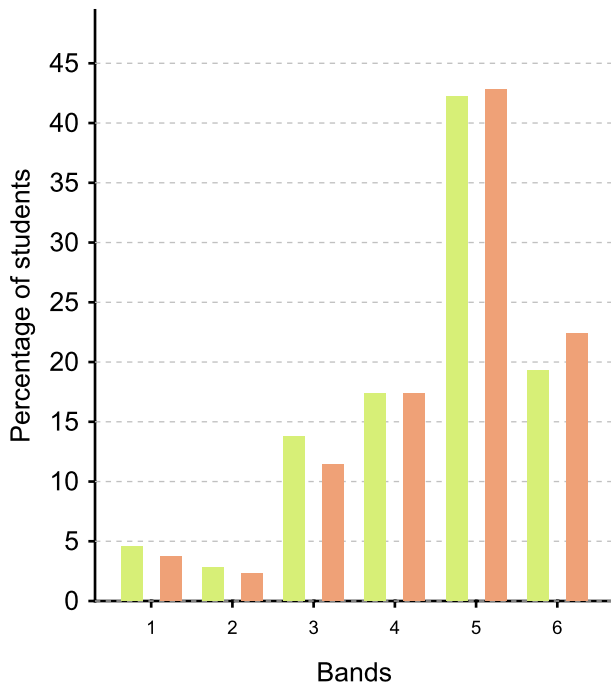
Percentage in bands:
Year 3 Spelling



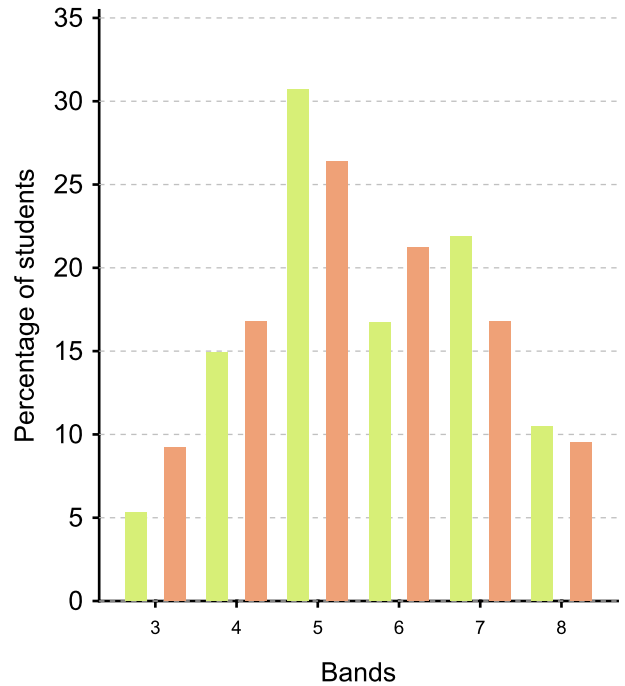
Percentage in bands:
Year 5 Grammar & Punctuation



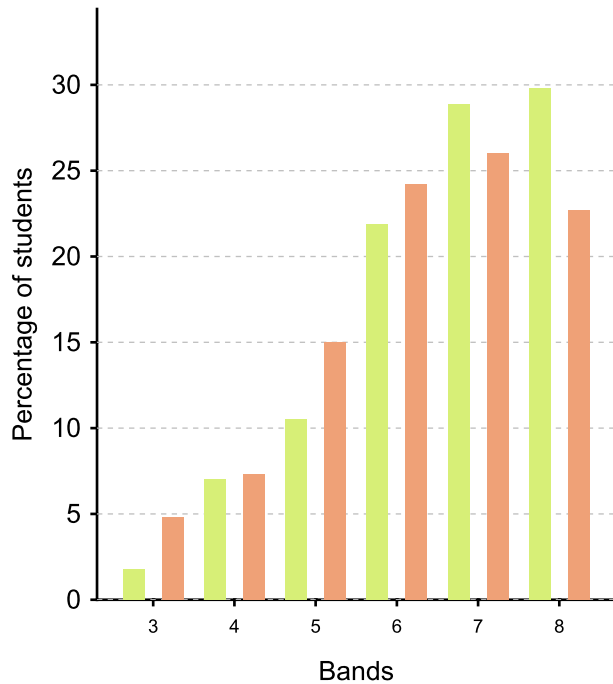
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Trend data – Since 2015 the school has been sharply rising against a falling state trend.

Year 5 Numeracy

37.5% students are proficient (top two bands) (state 29.0%).

20.5% students are in bottom two bands (State 18%).

Average Growth from Year 3 to Year 5 is 103.1 (state 93.1).

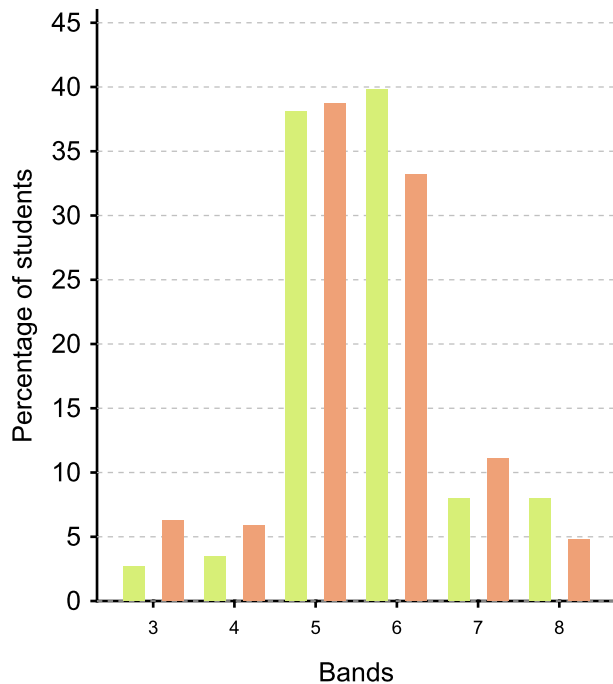
65.4% students above expected growth (state 59.8%).

Trend data – Higher than state, the school trend line is sharply rising since 2017 above a flat trend (state) line.

Future Directions in Numeracy:

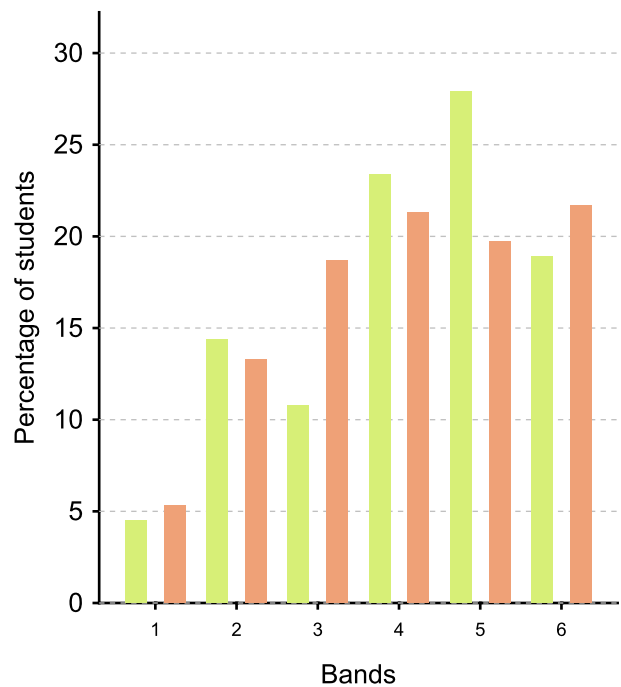
- Focus on whole number and place value to set a base for all strands of Mathematics.
- Focus on working mathematically.
- Focus on Mathematics problem solving strategies.

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

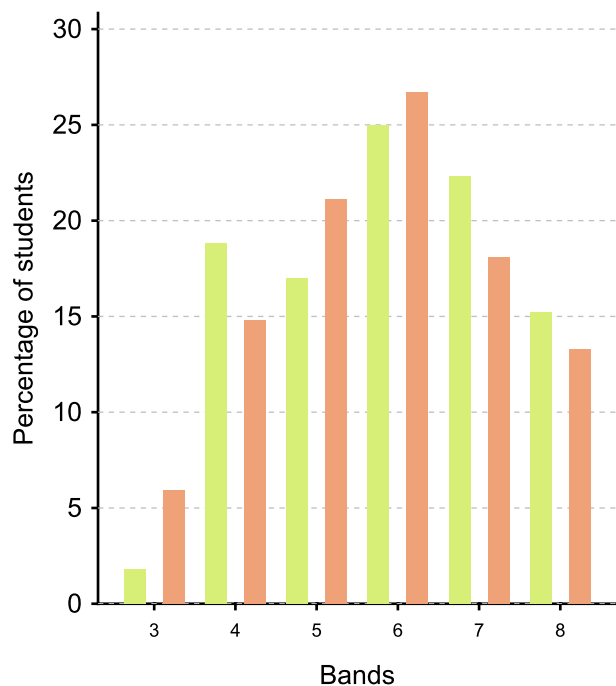
Year 3 Numeracy

46.8% students who are proficient (top two bands) (state 39.6%).

18.9% students in the bottom two bands (state 13.6%).

65.4 % students at or above expected growth.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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..

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands

100% of Year 5 Aboriginal students were proficient in Reading, Spelling and Numeracy. There were no Aboriginal students identified in Year 3 NAPLAN.



Parent/caregiver, student, teacher satisfaction

The school participated in the "Tell Them From Me" (TTFM) online surveys for students, teachers and parents for the third year. As the data is collected online

and collated externally, all survey responses remain confidential.

Student Survey – Term 1 and Term 3 2018

All Year 4, Year 5 and Year 6 students in the mainstream school and IM support class participated in the surveys (233 students in Term 1 and 260 students in Term 3).

- More than 88% of students (83% in 2017) 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 (84).
- 72% of students indicated that they were engaged in homework and this is higher than the NSW government norm.
- 95% of students indicated that they value schooling outcomes and this is level with the NSW government schools' mean.
- The students indicated that they participated in a range of extra-curricular activities.
- Lidcombe Public School students were higher than the state in positive behaviour (89% / 83%), interest and motivation (86% / 78%), and effort (94% / 88%).
- The students rated the school as 8.9 out of 10 for staff holding high expectations and wanting students to succeed (state average rating was 8.7)
- 65% of students indicated that they use computers more than once per week or every day at school.
- 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 (38% in 2017 and 33% in 2016).

In the open ended questions,

- Most students continued to comment 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.

Partners in Learning Parent Survey – Term 3 2018

29 respondents completed the survey (44 responses in 2017) and 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);
- Parents support learning at home (6.5);
- School supports learning (7.7);
- School supports positive behaviour (8.2);
- Safe school (6.5); and
- Inclusive school (6.5).

These measures were consistent with 2017 and higher than the NSW government norms.

The parents were asked two additional questions:

- 1) *If you were in an elevator and someone asked you to*

quickly describe our school?

- All seventeen 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.

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

- Twelve of the fourteen of the replies stated that there was little else the school could do, as they were already involved, or had work commitments.
- Two respondents asked for consistent notice about upcoming events and opportunities for working parents to be kept informed.

Teacher Survey Term 3 2018

46 staff members completed the survey (44 in 2017). 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 (8.0);
- Collaboration (8.5);
- Learning Culture (8.5);
- Data Informs Practice (8);
- Teaching Strategies (8.2);
- Technology (6);
- Inclusive School (8.7); and
- Parent Involvement (6.5).

All of these scores were higher than the NSW government norm.

Recommendations:

- Maintain current school directions and priorities and communicate our success to the school community.
- Continue to use TTFM with students and teachers but explore other methods to gain community feedback.
- 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, 32% of students indicated that they perceived that they had experienced bullying. This is lower than the state average (36%).
- Teachers to continue having a "high challenge, high support" focus and embed future focused learning with LISC to maximise student engagement in learning.

Policy requirements

Aboriginal education

Five Aboriginal students enrolled at Lidcombe Public School in: Year 2 (2), Year 5 (1) and Year 6 (2).

The students were all supported in their classes with Personalised Learning Pathways (PLPs). PLPs are an effective tool for increasing Aboriginal student engagement. They have the potential to support improved learning outcomes and educational aspirations when they are developed in genuine partnership with Aboriginal students, their parents or carers and teachers. PLPs are an active process, they can have short term or long term goals. Short term goals can be specific stepping stones to reach long term goals.

- Average yearly attendance was 93.6% (whole school 94.6%) and higher than the state average.
- 92% of students stated in the 2016 – 2018 TTFM surveys that they felt good about their culture and that their teachers understood their culture.
- School based and external data (eg: PLAN and NAPLAN) show that all Aboriginal students at Lidcombe Public School achieve results that are equal or higher than their non-Aboriginal peers, hence, in SEF2–SaS (self-assessment), the school is rated as "excelling" against the Learning theme, *"Internal and External Measures – Progress and achievement of equity groups is equivalent to the progress and achievement of all students in the school."*

A Year 6 student received a backpack with equipment for high school, supplied by the KARI Aboriginal organisation.

Our staff continue to embed Aboriginal and Torres Strait Islander perspective across the curriculum for all students. Stage 1 and Stage 3 also incorporated this in their planning for project based learning.



Multicultural and anti-racism education

Multicultural Education

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

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

93% of students were identified as being from a language background other than English (LBOTE) with more than 45 different languages represented. The school was allocated with 5.4 full time equivalent EAL/D teachers, two of whom are TESOL trained. EAL/D students were assessed throughout the year using the EAL/D Learning Progression as:

- Beginning –189 students.
- Consolidating –167 students.
- Developing 196 – students.
- Emerging 191– students.

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 2018 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. Nine students were identified as being refugees and received targeted learning programs.

Future directions:

- Ongoing professional learning around the EAL/D progression at stage team meetings;
- Linking EAL/D Progression to LISC;
- Continued implementation of TELL strategies in all classrooms; and
- Developing partnerships with community organisations to supplement school support for refugee students.

Community Language

Lidcombe Public has a rich and diverse language program that plays an important role in supporting and strengthening the development and maintenance of Korean, Chinese, Turkish and Arabic languages. Bilingual reading was conducted with all stages and students were withdrawn in small groups. The teachers and students would read together and complete small activities to enhance speaking, listening, writing and reading skills for the community language students.

The multicultural evenings were a great way of sharing the school's diverse cultures and they were warmly welcomed by the school community. These included the Turkish and Arabic Iftar dinner, Korean "Chuseok" Thanks giving and Chinese Mid–Autumn Festival, Pacific Islander night and our Christmas Carols night.

Future directions:

- Ongoing professional learning around the EAL/D progression at stage team meetings;
- Linking EAL/D Progression to LISC
- Continued implementation of TELL strategies in all classrooms; and

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

Anti–Racism

Lidcombe Public School celebrates Harmony Day every day of the school year. Multicultural education is embedded in all school programs, policies and procedures, as evidenced in the Tell Them From Me survey results, 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

Performing Arts

Twenty stage two and stage three students were selected to be a part of the schools dance group and fifteen stage one students were selected to be in the school's junior choir. The dancers combined with the junior choir to create a performance inspired by the theme 'Fun in the Sun' titled, 'In the Navy'. This performance item was selected to perform at the Granville Schools' 'Our Spectacular' at the Sydney Opera House in September. The troupe also performed for the first time at the St George Dance Eisteddfod. The troupe received an award for best costume and placed highly commended in the Primary jazz section. 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 the district at the regional competition. The stage three debating team achieved second place in a local competition involving six schools.

Sport Programs

The school established the Live Life Well committee to support teachers in implementing the Wellbeing Framework across the school, as well as the Physical Literacy Continuum in class programs, fitness and stage sport programs.

PSSA Sport

- 26 students participated in the Auburn Zone swimming carnival, winning the overall and percentage champions trophies.
- 40 students participated in the Zone cross country carnival and won the champion school and percentage trophies.
- 45 students attended the zone athletics carnival and won the overall and percentage trophies.

The school has now won all six of these trophies for seven years in a row.

More than 150 students participated in the Auburn Zone PSSA and entered 23 different PSSA competitions including two new sports, girls soccer in winter and basketball in summer. The school teams made the semi finals in eighteen of those competitions

and competed in eleven grand finals, winning five. Two teams were undefeated throughout the competition.

The students' commitment to training, their desire for improvement, their respect for opponents, and their ability to work as a team were acknowledged by school staff, parents and many people and other organisations from beyond the school community.

Several students represented the Auburn Zone at the Sydney West carnivals, as well as in Soccer, AFL, Rugby League and Rugby Union teams.

School Sport

K–6 students participate in sport and fitness activities based on the Fundamental Movement Skills.

Future Directions:

- Develop consistent implementation of the Physical Literacy Continuum by all teachers.

Student Wellbeing

Being "Green" is used at Lidcombe Public School to describe students who follow school rules and model good behaviour. They have received one or less behaviour slips each term and can participate in extra-curricular events and excursions. In 2018, 99% of the school's students were "Green" and able to receive school awards and attend "Green Events". In 2018, these included: a movie day, Commonwealth Games sports day, a disco and the annual "Lidcombe's Got Talent" talent quest.

The team integrated the Positive Behaviour for Learning (PBL) mascot, "Lamar the Lorikeet" onto the "Safety Learning Respect" awards and Expectations Matrix to reinforce positive behaviour. The total number of awards for positive behaviour given in 2018 is:

- Bronze: 123
- Silver: 99
- Gold: 63
- Platinum: 59

Eight students received their 2nd Platinum Award and two students received their 3rd Platinum Award. 67 students were invited to attend the Platinum Excursion with the principal.

In 2019 the Positive Behaviour for Learning (PBL) team strengthened consistency in the school by inviting the SRC students to introduce the weekly behaviour expectation "Focus of the Week" at whole school assemblies. As a result, 100% of staff and 93% of students (one of the ten students surveyed was new to the school) were able to list school wide expectations and rewards in the TFI survey (87% in 2017).

Future directions:

- Teachers providing the story behind awards given by making explicit the reason and effort that went into the award to reinforce Growth Mindset and process feedback.
- Teachers making explicit links to PBL lessons and expectations when awards are given
- Staff training on Sentral process for lodging

awards given to ensure consistency

- All teachers consistently teach expectations and implement proactive approaches.

Students in the school '*connect, succeed and thrive*,' as a result of a diverse range of complementary supports that are implemented across the school. A new position (Assistant Principal –Supporting Students, sourced from school funds) was established to: manage learning support team meetings and administration; improve attendance; as well as leading the LaST and EAL/D teams in supporting all students with personalised learning.

Student Representative Council (SRC)

The SRC provides opportunities for students (in Years 2 to 6) with leadership aspirations and qualities to represent the voice of student community at Lidcombe Public school and local community.

During 2018 representatives of the SRC and school leaders volunteered to assist their peers in various ways. They created posters to advertise fundraising, lead the whole school assembly every Tuesday morning and presented the school Positive Behaviour for Learning goal each week. The SRC was active in supporting students through monitoring the buddy benches and offering assistance to their peers on the playground.

The SRC ran the 'Sipahh Straw' Day, where they sold close to 550 cups of milk drink and raised \$1200 to donate to NSW Farmers Drought Relief Fund.

During 2018 the SRC organised, promoted and ran the school 'One Stop Stationery Shop'. This gave the students the opportunity to brainstorm, organise and work collaboratively to solve real life problems and act as apprentice entrepreneurs to ensure their business was successful. Their goal was to raise money to donate to the school for resources, such as guided readers. The students raised \$462

Future directions for the SRC.

During 2019 the SRC students will collectively participate in establishing goals and evaluating their contribution to the school and local community.

The 2019 SRC will be involved in opportunities to help:

- improve communication between the SRC and the students
- raise awareness of issues that affect the local community
- raise money for the school community and a selected charity.

The SRC forums will begin to discuss local community issues and issues arising from school forums and look broader than our own school to make connections with other SRC communities.

Technology

The technology team worked towards improving the future of the school learning environment by

investigating how technology can be used successfully and provide equitable access for all students This year the team:

- Set up an online logbook where teachers can record issues with various equipment that enhanced efficiency on solving these issues.
- Completed a school wide audit of iPads to redistribute fairly across the school, as well as establishing a school wide labelling system to allow iPads to be tracked from year to year.

The school's BYOD policy was introduced into Stage 3 and proved successful overall, allowing parents the choice to participate. Students from non-participating families continue to have access to school owned devices. More of these devices (including more than 70 iPads, and additional laptops and Chromebooks) were purchased throughout the year. The STEM program continued in 2018, giving all students opportunities learn coding, use circuits and green screen technology in the context of their learning. This was partially funded by the school's P and C Association. The school appointed a school based technical support officer (1 day per week) to address hardware issues and maintain the school network so staff with expertise could concentrate on leading STEM and technology integration using the SAMR wheel. During the Term 3 staff development day, Craig Kemp (MrKempNZ) showed the staff practical ways to lead students in applying technology to learning. The Stage 3 students and 40 parents attended "ThinkUKnow" cyber safety workshops.

Future Directions:

- Planning a series of Professional Learning workshops for teachers to upskill in aspects of technology, including digital technologies.
- Continue the working relationship with Craig Kemp (@MrKempNZ) to increase parental awareness and staff confidence so students use digital technologies in all key learning areas.
- Increase the number of days that the technology support officer is working each week to cope with the increased maintenance required.
- Ongoing cyber safety awareness for all students and staff.
- Continue STEM and implement the new Science and Technology syllabus.