

Lewisham Public School

Annual Report

2018



Dream it. Work to achieve it.

4369

Introduction

The Annual Report for 2018 is provided to the community of Lewisham Public School as an account of the school's operations and achievements throughout the year.

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

Ms Liz Davis

Principal

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LEWISHAM, 2049

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School background

School vision statement

Dream it. Work to achieve it.

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

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

We value **diversity, opportunity and innovation** for improvement.

School context

Background

Lewisham Public School is a rapidly growing inner-west K–6 school catering for the diverse needs, talents & aspirations of students (223 in 2018) in 10 stage-based classes supported by a highly engaged & expanding community.

During the period 2015–2017, a number of highly successful initiatives further enriched & expanded directions in learning, teaching, leading and community partnerships. The school continued to evaluate and reflect on its key messages, strengths, areas for improvement and future directions, being responsive to the changing needs of its students, staff & growing community. Its high quality & inclusive learning culture made it a school of choice for many new families. The school continued to attract strong interest for its more personalised & forward thinking learning culture as well as the ongoing successes of its Ready for School program, its highly acclaimed arts initiatives and community events, its talent development programs and its explicit stance on inclusive education, differentiated teaching practices and more personalised learning pathways.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual School Report outlines the findings from self-assessment using the School Excellence Framework, across the three domains of Learning, Teaching and Leading.

In the domain of LEARNING findings show that the school is excelling in four of the five elements, with evidence it is delivering in school performance measures. In the domain of TEACHING findings show that the school is excelling in each of the elements …… In the domain of LEADING findings show that the school is excelling in each of the elements. To support these judgements, the school used the descriptors from the School Excellence Framework to show evidence of practice and impact at our school.

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/self-evidence-guide>

Strategic Direction 1

LEARNING

Literacy and Numeracy

Purpose

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

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

Overall summary of progress

By the end of 2018, internal evidence and systematic data collection shows the school is making sound progress and is on track with regard to the identification of learning goals, targets and interventions for improvement and growth in literacy & numeracy for every student. It is acknowledged however that the smaller cohort with regard to some generalised trends in external data make these results unreliable. It is also noted that contextual factors show a significant inclusion of students with special and complex needs within this data, already on adjusted learning plans for their disabilities. The school therefore draws on its systematic processes of internal growth data shared with parents to evaluate the progress of individual students and adjust goals accordingly.

The growth and enrichment of literacy and numeracy skills for individual learners continued, with high potential learners being strategically supported by expanded pathways, clusters and other approaches to differentiation; expanded and more visible team teaching, modelling and collaborative team inquiries into more customised pedagogy to engage & challenge students to aspire and continually improve.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieve in the top two bands for NAPLAN reading writing & numeracy.	\$12,096 literacy and numeracy flexible funding \$32,796 literacy and numeracy intervention \$23,865 integration	In Yr 3 more than 60% of students achieved above both similar and state school groups in the top 2 bands in Grammar and Reading and the achievement of students in Writing 43.8 equalled that for all state schools. In Yr 5 the level of achievement in the top 2 bands for all four strands of literacy exceeded both similar and state school groups. The percentage of students achieving in the top 2 bands in Numeracy was equivalent to that for all state schools. Special purpose interventions eg MacqLit and MiniLit show progress for targeted learners
The school's value-add trend is positive, increasingly moving towards achieving excellent value-added results.	\$17,335	The school's term by term internal growth data analysis shows a positive trend for many students culminating in the end of year data records, as outlined below. Some students did not progress as expected, with new targets & interventions set for their growth.
Internal and external measures show that the school has identified what growth is expected for each student and students are achieving higher than expected growth.	\$17,335	Analysis of end of year school-based internal data K-6 shows that some students achieved higher than expected growth as tracked in their personal records. Most students met expected growth levels, while a few students tracked through the <i>Learning & Support Aspire Team</i> did not. These students have been targeted for a review of individual learning plans. In English 82.6% of students were assessed as performing at a sound (Grade C) level or above.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal and external measures show that the school has identified what growth is expected for each student and students are achieving higher than expected growth.		<p>41.1% were performing at a high (Grade B) or outstanding (Grade A) level.</p> <p>In Mathematics 86.5% of students were assessed as performing at a sound (Grade C) level or above. 52.2% were performing at a high (Grade B) or outstanding (Grade A) level.</p> <p>In the other <i>Key Learning Areas</i> the percentage of students achieving at high (Grade B) or outstanding (Grade A) level was as follows: Science 46.9%; History/Geography 46.4% ; Physical Education, Health & Personal Development 55.1% and Creative Arts 52.7%.</p>
Team teaching, collaborative practices, instructional leadership and mentoring increasingly drive improvement in teaching and assessing of literacy and numeracy.	\$13,835	<p>A teams-based 'spirals of inquiry' model was led by the executive as instructional leaders in 2018, with a focus on inquiring into the needs & challenges of learners– through observing & evaluating consistent practices & impact across the school in aspects of reading & writing. Teams presented case studies of students and video stories of their progress using the literacy progressions. Mentoring, team teaching and team reflections were part of this model.</p>

Next Steps

- Learning Plans in literacy & numeracy for every child using external and internal assessment data, the progressions and adaptive routines for review and adjustment. Embed and review *Adjusted Learning Plans* through the *Learning and Support Aspire Team*. Adopt a 5 week cyclical approach to the review of *Learning Plans*, *Adjusted Learning Plans* and *Adaptive Programs*.
- Set internal and external targets for growth and achievement in literacy and numeracy. Monitor data that shows limited or minimal growth. Continue pathways, clusters and emerging initiatives for high potential learners. Target special purpose interventions for students experiencing learning difficulties, special or complex needs
- Embed *Spirals of Inquiry* into an investigation of aspects of literacy and numeracy learning and teaching. Monitor and action areas for professional learning input, modelling and improvement. Embed *Instructional Leadership*, *Mentoring and Instructional Rounds* to model, share, reflect and change practices for impact.
- Develop a *Visible Learning* action plan. Establish learning protocols eg LISC and teaching and assessment routines in literacy and numeracy within stages and across the school eg Bump it Up Walls, rubrics. Embed consistent teacher judgement. Rebadge use of the *Aspire Room* for monitoring of growth data and milestones.

Strategic Direction 2

TEACHING

Future Focused Teaching

in a Collaborative Learning Culture

Purpose

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

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

Overall summary of progress

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The leadership team increasingly maintains a focus on collaborative and distributed instructional leadership to sustain a culture of effective evidence-based future-focused teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.	\$20,445	Collaborative and Distributed Leadership The distributed instructional leadership model began to be embedded and teacher feedback shows it impacted their improved practices and professional learning. Expert teachers worked with beginning teachers to improve differentiation for learners. Instructional rounds and <i>SOI</i> model piloted. Innovation in Teaching Embedding of the 4CS evident in internal data (including self-management); agile, flexible & technology embedded learning spaces continued to expand; mobile smartboards in some spaces were piloted to open up collaborative practices. Project-based and personalised learning practices evident across some teams. <i>Spirals of Inquiry</i> and action research informed improved practices across the school in reading and writing.
School-based tracker data shows increasing evidence of the effective integration of the 4CS including self-management in teaching and assessment practices.	\$8,668	Embedding of the 4CS evident in internal data collection each term (including self-management) Programs showed increasing evidence of integration of the 4CS and use of rubrics piloted in some contexts.
Staff reflections show improved problem-solving capacities of staff in an innovative learning culture of collaboration, reflection & improvement.	\$8,668	<i>Spirals of Inquiry</i> model and <i>Instructional Rounds</i> show evidence of staff reflections on their own observations, teaching challenges and ways forward to solve problems to better meet the needs of individual learners or cohorts of learners.

Next Steps

- Combine instructional leadership, distributed leadership and the use of expert teachers across the school and within teams to improve differentiation for learners and maximise impact for improvement.
- Innovate and share best practice in future-focused learning through shared practices, professional networks and reciprocal partnerships of engagement, practice and interest. Review aspects of the school's *Global Connections*:

Asia Links–Culture and Language focus. Embed the 4CS in adaptive programs and practices. Embed a collaborative learning culture of curiosity, questioning, deep thinking and creativity

- Consolidate action plan for next phase of flexible multipurpose learning spaces and emerging technologies

Strategic Direction 3

LEADING

Making Connections

Leading Positive Partnerships

Purpose

To expand connections and partnerships for innovation and improvement.

Overall summary of progress

To expand connections and partnerships for innovation and improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Surveys and focus groups show increasing opportunities for local partnerships that build opportunities for students and staff to innovate, share expertise and strengthen community identity.	\$11,383	<i>Local Connections and Partnerships:</i> P & C fundraisers helped to fund innovations in learning resources, inclusivity, technology, future focused spaces. Staff attended regular P & C meetings to build links. Consultation on grounds & playground upgrade. <i>Business Manager</i> employed .2FTE to build capacities of <i>Finance & Administration</i> team. <i>Volunteers in Partnership</i> supported library innovations & <i>Visual Arts Fiesta</i> . <i>Artists-in-Residence</i> initiatives embedded. Links through <i>the Arts Unit</i> (debating, choir, schools spectacular); <i>JigsawOOSH</i> (donation towards playground); <i>Directions in Music</i> (bands & festivals); & <i>NSW Japanese School</i> (Harmony Day)
Surveys and focus groups show increasing opportunities for global partnerships and emerging practices for students and staff to build global citizenship and lead authentic and reciprocal learning networks	\$13,835	<i>Global Connections and Partnerships:</i> Principal attended <i>International Leaders China Study Tour</i> to promote <i>Asia Links: Language and Culture</i> ; school hosted visits to school by <i>Chinese educators & students</i> ; student teachers from <i>Sugiyama University, Japan</i> attended practicum at our school working with staff through the <i>SOI</i> model; links with <i>Harvard University (Project Zero)</i> continued through Sydney based network workshop attended by all staff; leadership team attended annual <i>Network of Innovation and Inquiry (NOII)</i> .
The school is increasingly recognised as excellent and responsive to new and complex challenges, increasingly known for its leadership for innovation and strategy, to embed a culture of community connectedness, global education and citizenship.	\$10,450	<i>Japanese Internship</i> was a highlight which provided an opportunity to showcase our curriculum, spaces and collaborative practices with Japanese colleagues. Feedback was positive about pedagogy and leadership initiatives, future focused flexibility and adaptability of students & teachers in their collaborative learning approaches – and the comparisons between teaching and learning in Australia vs Japan. Strong connections for future connections and possible cultural exchanges on line and in person. <i>Leadership Development:</i> Recognition of the <i>Principal</i> to join the inaugural <i>Aspiring Principals Leadership Program</i> as a <i>Principal Facilitator</i> for Cohort 1 of the program, late 2018–2020 led by the newly launched <i>School Leadership Institute of the Department</i> . Recognition also of the <i>Assistant Principal</i> as a successful candidate for this program as part of Cohort 2 to begin in 2019.

Next Steps

Connections and Partnerships for innovation and improvement

- Local and Global Partnerships to be consolidated eg Artists In Residence; Japanese Internship and Asia Links Initiatives
- Learning alliances to continue – networks of interest, practice and engagement
- Leadership Development (eg Aspiring Principals Leadership Program 2018–2020); Innovation in Learning and Teaching (eg Harvard Cultures of Thinking; NOII; Visible Learning, etc)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7096 – teacher days; some equity resourcing of events and supplies	Instructional Leadership Model, Learning and Support Aspire. Monitoring and review of Personalised Learning Plans and differentiated practices. Tracked data shows progress in specific targeted skills. Regular monitoring of attendance. Aboriginal students performing below grade level in literacy, numeracy identified and monitored through various tracking methods. Increased consultation time with families, advisors. Use of strategic interventions in wellbeing. Partnerships strengthened with Aboriginal families through the VIP program and the Deadly Leadership Team initiative.
English language proficiency	\$41326 – teacher days, professional learning collaboration; LSO days	Instructional Leadership, Learning and Support Aspire; and Quality Teaching. Adjusted Learning Plans, differentiated practices and programs eg culturally inclusive adjustments, language adjustments; focus on modelling eg writing. Interventions through Macq Lit and Mini Lit. Mentoring through strategic interventions, LISC and Bump It Up Walls. Shared assessment and programming strategies. Partnerships strengthened with targeted families. Increased consultancy time for meetings to engage support services, counselling Tracking data was embedded in regular practices, use of the literacy and numeracy progressions and EALD student profile data to track progress in specific targeted skills.
Low level adjustment for disability	\$52057 Equity Loading – Staff (Learning Support teacher 0.5 FTE) \$12325 Flexible funding – teacher days, professional learning collaboration; LSO days	Tracking data for targeted students with special, additional or complex needs, shows improvement in targeted outcomes of engagement and learning. Through the integrated <i>Instructional Leadership</i> model, the <i>Learning and Support Convenor</i> coordinated the development and monitoring of adjusted learning plans and/or differentiated programs for students with special and/or additional and/or complex needs, drawing on levels of adjustment from the <i>National Disability collection guidelines and best practice interventions</i> . Partnerships strengthened with targeted families. Families of these students attended ongoing case conferences funded through this initiative. Teachers were released where required to attend case conferences with advisors and specialists. Embedded in this <i>instructional leadership</i> role were targeted areas for individual professional learning for some staff, mentoring in the use of customised interventions or adjustments, assessment and programming strategies and whole–staff professional learning in the collection and use of <i>National Disability data and guidelines</i> .
Quality Teaching, Successful	\$13,611 (0.134 FTE	Tracking data in literacy and numeracy

Students (QTSS)	allocation) – teacher days; professional learning interventions to support improved tracking of progress	occurred school-wide on a regular basis each term, through school and team practices using the newly launched progressions piloted in 2018. New visual practices were investigated to replace the literacy and numeracy continuum.
Socio-economic background	\$7039 – inclusivity fund, teacher days	Improved levels of engagement, inclusivity & wellbeing for targeted students. Improved monitoring of requests for financial support in school programs, co-curricular and home learning programs. Partnerships were strengthened with targeted families requiring support services and consultation through the Learning and Support Aspire Team.
Support for beginning teachers		Collaborative practices embedded to support beginning teachers. Differentiated professional support needs. Delivery of additional release time for observation, mentoring and collaborative planning and assessment. PDPs show professional learning goals achieved with differentiation a strong improved identified practice in programs and teaching skills. Meetings with supervisors and co-teachers showed improved capacity building in targeted teaching practices & leadership skills

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	80	89	94	99
Girls	70	90	99	117

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.5	94.5	95.5	96.3
1	94.3	96	93.7	94.7
2	95.9	94.7	95.2	95.2
3	97	94.8	93.9	97
4	94.8	94.2	91	94.9
5	95.8	94.6	92.2	84.7
6	95	96.1	92.1	88.5
All Years	95.8	94.9	93.6	93.9
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

Attendance rates for some grade cohorts declined slightly in 2018, due to a strong documented pattern of extended leave requested by families for overseas trips during school terms. This matter has been drawn to the attention of families individually and at parent information evenings and at the School App.

With regard to other individual cases, this has been managed effectively & efficiently with support & monitoring systems led by one of the Assistant Principals through the Learning & Support Aspire Team. Regular processes in place include contact with the Home School Liaison Officer and other support personnel to ensure protocols are in place for

absences, partial absences & follow up conferences with families where needed to improve non-attendance or partial absences.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.15
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. In 2018 the workforce at our school had two indigenous members. The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. In 2018 the workforce at our school had two indigenous members.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

The school's *Professional Learning Model* in 2018 was differentiated to be responsive to personal goals in PDPs and the school's strategic directions. School-based *Instructional Leadership* roles were shared across the leadership team: Assistant Principal–*Learning & Support, Aspire* (with a strategic focus on *learning adjustments*, professional learning for teachers of *students with complex needs*; and ongoing community consultation with advisors and specialists for students with *special, additional or complex needs*); Assistant Principal–*Quality Teaching (Learning Intentions Success Criteria, Quality Teaching Rounds; & the Principal taking on an instructional leadership role*

in the arts (drama initiatives). Both APs led mentoring and team-teaching models for *Beginning Teachers*. Whole-school professional learning included the school's community of engagement with *the Network of Inquiry and Innovation* (NOII) through visits, seminars attended by the leadership team and attendance by the leadership team at its annual two day conference. Six teachers achieved proficiency accreditation in 2018. Other processes were in place to support beginning teachers through mentoring and team teaching.

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	186,190
Revenue	2,340,753
Appropriation	2,102,173
Sale of Goods and Services	20,415
Grants and Contributions	213,881
Gain and Loss	0
Other Revenue	0
Investment Income	4,285
Expenses	-2,158,540
Recurrent Expenses	-2,158,540
Employee Related	-1,865,857
Operating Expenses	-292,682
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	182,214
Balance Carried Forward	368,403

The school's financial management processes and governance structures met financial policy requirements. This included regular meetings of the school's *Finance and Business Committee* and compliance with the regular auditing process that occurs for schools, which happened for our school in 2018. The appointment of a *Business Manager*, working with the *School Administration Manager* one day a week in 2018, was funded by a flexible funding allocation of \$11,000 supplemented by school funds to increase efficiency and share increased workload expected from the system. This initiative enhanced the expertise of the committee and provided a team

approach to support professional learning.

The balance carried forward for 2019 has allowed the school to allocate planned expenditure for its growing population. This includes a review of hardware in offices, library learning hub, learning spaces and staffroom, various technology resources, maintenance and replacement of equipment, grounds and spaces upgrades and general increasing costs of school operations and utilities.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,822,529
Base Per Capita	37,320
Base Location	0
Other Base	1,785,209
Equity Total	119,843
Equity Aboriginal	7,096
Equity Socio economic	7,039
Equity Language	41,326
Equity Disability	64,381
Targeted Total	24,687
Other Total	69,396
Grand Total	2,036,455

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

School-based assessment data is at the core of the school's assessment practices. This includes various sources of formative assessment, use of the literacy & numeracy continuum and rubrics of success criteria. Summative progress is tracked regularly using various benchmarks, including five levels of achievement for each student, in each of the learning areas of the curriculum through the schools' *Key Learning Area Tracking Records*. Data collection and rich discussion about consistent teacher judgement are integral to this process. This also occurs around targeted future

focused learning skills being assessed and monitored for ongoing action research.

With regard to progress and achievement in the *Key Learning Areas*, comparative data across grade groups is tracked for each term. Student growth and improvement throughout the year is tracked by comparing each term's achievements against Term 1 baseline data.

Achievement Analysis of end of year school-based assessment data for students in Years K–6 shows that:

In **English** 82.6% of students were assessed as performing at a sound (Grade C) level or above. 41.1% were performing at a high (Grade B) or outstanding (Grade A) level.

In **Mathematics** 86.5% of students were assessed as performing at a sound (Grade C) level or above. 52.2% were performing at a high (Grade B) or outstanding (Grade A) level.

In the other Key Learning Areas the percentage of students achieving in the top two bands was as follows: **Science** 46.9%; **History/Geography** 46.4% ; **Physical Education, Health & Personal Development** 55.1% and **Creative Arts** 52.7%.

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.

The My School website provides detailed information and data for national numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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.

2018 NAPLAN literacy data represents a small & broadly diverse cohort, some with special, additional or complex needs, others who are highly accomplished learners, achieving high levels of performance. Results achieved by students within the 2018 cohort, reflected a different group of students from the 2017 cohort, with different learning profiles. This emphasises the need to be cautious about comparing different groups of students. Percentages within a broadly diverse & small sample size can also be unreliable. It is more helpful to

analyse results for individual students. Adjusted Learning Plans developed by the school to program for individual students requiring additional support in literacy, show specific needs, goals & benchmarks of progress for targeted students in this cohort.

2018 NAPLAN numeracy data represents a small & broadly diverse cohort, some with special, additional or complex needs, others who are highly accomplished learners, achieving high levels of performance. Results achieved by students within the 2018 cohort, reflected a different group of students from the 2017 cohort, with different learning profiles. This emphasises the need to be cautious about comparing different groups of students. Percentages within a broadly diverse & small sample size can also be unreliable. It is more helpful to analyse results for individual students. Adjusted Learning Plans developed by the school to program for individual students requiring additional support in numeracy, show specific needs, goals & benchmarks of progress for targeted students in this cohort.

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

Better services – Improving Aboriginal education outcomes

Personalised Learning Plans for a small cohort of Aboriginal students are developed and implemented through the school's Learning and Support Aspire Team in consultation with students, families, staff and advisors. These plans address goals in engagement, wellbeing, literacy and numeracy and other targeted areas. Specific success criteria are derived from a range of sources, including school-based and external data. There are privacy considerations taken into account with regard to discussion of external results within a small cohort subject to identification.

Parent/caregiver, student, teacher satisfaction

The school's culture is an ongoing reflective and evaluative learning environment. We seek opinions, feedback and reflection about the school on a regular basis and in many ways – from students, parents, carers, staff and others working with the school. Reflection is formative throughout the year, informing us of how we are going, connected to practices, programs, projects and events, reflecting the way we

do things as a school community, allowing us to be responsive to changing needs.

This includes but is not restricted to:

- being responsive to conversations and enquiries from parents/carers and others
- facilitating mediations and interviews as required
- leading or being part of meetings – for projects, teams or committees
- being part of monthly P & C meetings and related activities
- leading consultation meetings, reviews and workshops of the Learning and Support Aspire Team
- facilitating parent/teacher/student learning conferences—formal and informal
- convening information nights and seminars for prospective and current families, parents and carers.
- evaluating community and school events and initiatives *eg Harmony Day; Arts Festivals; Ready for School*
- being responsive to email and other correspondence
- providing for improved and immediate delivery of information via the School APP
- using online QR codes, links to Google documents and other tools, for gaining immediate feedback
- implementing the school-wide use of the Class Dojo Blog platform for showcasing weekly class learning or school programs – and inviting parent/carer feedback and comment
- co-leading evaluative and reflection interviews, workshops and surveys with staff
- posting end of term surveys for staff, students and parents/carers
- providing for end of year reflections for departing Year 6 students

Helpful suggestions from parents/carers to further improve school communications and operations during 2018 included:

- a more succinct delivery of information via the School APP, with less text, more images and better ways to separate ongoing and immediate items for action
- improved office communications and procedures, especially regarding enquiries, payments and follow up information mentioned in the APP
- the continued use of the school-wide Class Dojo Blog platform across the school. This tool provides for regular updates about learning from class teachers and shows evidence of wide use by parents/carers through its data collections of likes and direct message links.

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

Students identified strong support of programs, opportunities and events at the school in 2018. *eg.*

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

Policy requirements

Aboriginal education

In 2018 the school continued to incorporate Aboriginal perspectives across the curriculum, in programs and in celebrations of indigenous culture and recognition of events & students at the school. *eg.* Harmony Day, NAIDOC, Deadly Awards. School practices and protocols were inclusive of indigenous recognition and mutual respect such as acknowledgement of the indigenous custodians and the display of the Aboriginal and Torres Strait Island flags. Traditional and contemporary indigenous music were featured at assemblies. The use of personalised learning plans supported learning outcomes for targeted Aboriginal students in the areas of literacy, numeracy, attendance, student leadership and learning enrichment.

Multicultural and anti-racism education

The school continues to embed respect for diversity & difference into our school's culture, reflecting & celebrating identity and contemporary Australia. Our school proudly promotes inclusivity, acceptance, empathy, mutual respect, a sense of belonging & community harmony, bound by common positive values for a democratic & inclusive society. The majority of students at the school are first, second or third generation Australians. In 2018 some students were in the emerging or developing phases of learning English while a significant number were consolidating or enriching English language learning. A funding allocation for English as an Additional Language or Dialect (EALD) provided support for targeted students through adjusted learning plans, team-teaching approaches for differentiation, special purpose instructional groups and assessment using the progressions.