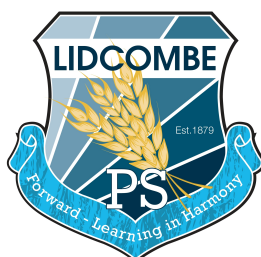


# Lidcombe Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

It is with great pleasure that I present the 2019 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 with our 2018–2020 School Plan, 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. I am happy to say that we are on track with all of our targets as our great school community grows. One of our many highlights was our performance in the Dark Sky Competition, where schools (high school and primary) competed to find better solutions for light reduction so that astronomers could continue their outstanding work. We finished 1st and 3rd state wide with one group developing a local council policy (and have presented to Cumberland Council as well) for light reduction, whilst the other group chose the Vivid Light Festival as a means of educating the community about what we could do to reduce glare.

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

The P & C plays an important role in encouraging partnerships between school, families and the community. These partnerships are essential in helping improve educational outcomes for children. I would like to acknowledge and thank the staff at Lidcombe PS for a truly successful year. Your commitment and dedication to our children is exceptional and it is why public education is leading the way.

Our fundraising efforts have raised around \$16 000 and we have approximately \$30 000 in our account.

Major fundraisers this year included our International food stalls on Community Celebration Day, Mothers' Day and Fathers' Day stalls and two election day barbecues. Unfortunately this year we weren't able to go ahead with our famous Family Fun Night due to the extensive construction taking place at our school.

Due to our efforts we have been able to help our families with the cost of STEM, excursions, Library Bags and graduation books for our kindergarten students, Year 6 signature bears for our departing students, providing fresh fruit at carnivals and of course our very successful breakfast club every Thursday morning where we serve over 100 students every week. We've just recently purchased 40 sets of musical instruments for every class with a value of just under \$10 000. We helped a primary school in Trundle by raising over \$3 800 from our drought relief sausage sizzle.

Our uniform shop is still going strong and we currently have approximately \$30 000 in our account. Our school banking is very successful with over 350 students registered.

P&C meetings take place twice a term and are a very important platform where you can come to find out what's happening at your child's school. You can ask questions, give suggestions and also vote for important motions that might take place. We are very fortunate to have Mr Lewis, Mr Duffy, Ms Ward and Mrs Harvey attend our meetings. They give up their personal time away from their families to support you and your children. Thank you!

I would like to once again thank all of the parents who have helped out during the year. I can't stress enough that without you, all these successes wouldn't be possible. One of my favourite quotes about being a volunteer states that "*Volunteers are not paid, not because they are worthless, but because they are priceless*". We do it because we see the benefit it has on our students, not because we want the recognition. I look forward to seeing what 2020 has in store for our P&C.

Sonia Lopes – P&C President

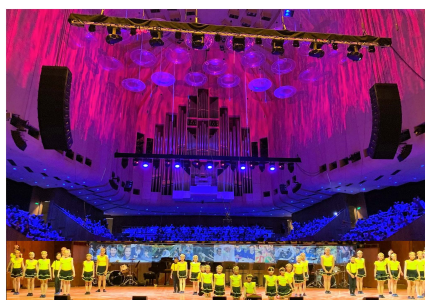
## Message from the students

As the saying goes when *one door closes, another opens*; but we often look so long and so regretfully upon the closed door that we forget to appreciate the opportunity and experiences behind that closed door that has helped us grow into the individuals we are today.

Just like our school motto Forward: Learning in Harmony, I have embraced many opportunities that the school has given me. From performing at the Sydney Opera House to competing in various competitions like debating, maths and public speaking, I will always be grateful for what this school has done for me. Throughout my time I have always felt supported by my peers and guided by my many valuable teachers.

To the new leaders of 2020, I wish you luck in your journey to serve the school and community. I have all the faith in the world that you will do a fantastic job and bring your own style and creativity to see this school into the future.

Shalona Acharya and Billy Soliola (2019 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 2019) are: Chinese (26%), Korean (19%); Turkish (12%), Arabic (12%); English (6%) and Vietnamese (2%).

The school comprises 33 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 815 students enrolled in March 2019.





## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Lidcombe Public School has an established culture of continual improvement. This is highly evident when teaching staff meet regularly throughout the year in their School Excellence Framework (SEF) committee meetings to collect, validate and annotate a wide range of school wide evidence that demonstrates the school's progress and achievements against the theme descriptors in each of their respective elements.

The 2019 SEF committees' overall self-assessment for **Learning** is:

- **Excelling** in *Learning Culture, Wellbeing and Curriculum*
- **Sustaining and Growing** in *Assessment, Reporting and Student Performance Measures*
- Excelling in the themes of *Summative Assessment, Whole school monitoring of student learning and Value-Add* (Student growth).

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 who demonstrate resilience and 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 school works with a variety of agencies and multi-disciplinary teams to ensure successful orientation/transition programs that support both students and parents. Learning Links, other agencies and a variety of experts support the school in building on the literacy, numeracy and wellbeing skills of students identified by the Learning Support Team. The value-added categories for 2019 align with the Excelling descriptors in the value added thread for K–6, as evidenced by Best Start, NAPLAN and PLAN data.

The 2019 SEF committees' overall self-assessment for the domain of **Teaching** is **excelling**.

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 using explicit learning intentions and success criteria (LISC). Teachers analyse school and external data in five week action learning cycles in literacy and numeracy. Teachers reflect on evidence from formative assessment to determine priorities and directions for the next teaching and learning cycle and provide students with explicit feedback using the LISC of the lessons. Teachers plan for implementation, including how they will share learning intentions with students and engage parents with student learning goals. Collaboration is explicitly designed to improve teacher practice and enhance student outcomes. 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, peer coaching and mentoring. All teachers are actively involved in developing and following their own PDPs, linked to school priorities, to build on their teacher leadership capacity. Early career teachers are supported by an early career teacher mentor who provides professional learning resources targeted to their needs. Additionally, the school works with experts 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 2019 SEF committees' overall self-assessment for the domain of **Leading** is **excelling**.

The school works effectively to inform parents about school priorities and practices, and acts on feedback whenever possible. The school's social media and survey data reflect high levels of satisfaction within the school community. Parent workshops are held in response to parent feedback and requests, including several multicultural evenings. The active P&C work collaboratively with school staff to achieve major school projects. Community groups, including Learning Links and Dooleys, work effectively with the school to ensure student 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 achieve 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 EOLs 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.

## 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.

#### Improvement Measures

Sustained student growth in a range of data sources.

Increased proportion of students achieving proficiency in literacy. (Most students achieve in the top two bands).

Increased proportion of students achieving proficiency in numeracy. (Most students achieve in the top two bands).

Increased critical and creative thinking, evidenced by school based and external sources.

#### Progress towards achieving improvement measures

##### Process 1: Evidence Based Assessment in Literacy and Numeracy

Evidence based assessment practices, utilising continuums / progressions in literacy and numeracy (L3K, L3S1, LOL, TEN, MBB4N, EAL/D Progressions, PLAN and NAPLAN).

Evaluation	Funds Expended (Resources)
<p><b>The school is excelling</b> in the <i>School Excellence Framework</i> theme <i>Value-Add</i> (student growth), as evidenced in literacy and numeracy (L3K, L3S1, LOL, TEN, PLAN and NAPLAN). <b>Growth is significantly higher than the state average.</b></p> <p><b>The school has sustained an increased proportion of students achieving proficiency</b> in literacy and numeracy. The school's overall results are higher than similar schools and consistent with the state average.</p> <p><b>Increased critical and creative thinking, evidenced by school based and external sources.</b></p> <p>Three school leaders attended "Agile Leadership" professional learning programming and focused on leading all staff to successfully implement Learning Intentions and Success Criteria (LISC) in all Literacy programs (aligned to Creating Texts in the National Literacy Learning Progressions). This initiative impacted positively on student writing results because all students received explicit feedback about each of the necessary skills and learned how to reflect on the feedback given to improve their writing and learn about accepting responsibility for improving their writing. As a result, there was a notable improvement on previous year's writing results across the school, in terms of the length of texts being written and the quality of the writing being presented. Teachers will continue to consolidate on refining strategies to provide explicit feedback for students and encourage the students to talk about how this feedback can improve their writing.</p>	<p>TPL – "Agile Leadership" professional learning (x3)</p> <p>Time – sessions at staff development days</p> <p>Time – staff meetings (2 per term)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional Learning (\$54504.00)</li></ul>

##### Process 2: Future Focused Learning

Current best practice through Future Focused Learning, and the implementation of new syllabuses, using an inquiry and project based model to improve student learning.

Evaluation	Funds Expended (Resources)
<b>Increased critical and creative thinking, evidenced by school based and</b>	Time for school based professional

## Progress towards achieving improvement measures

### external sources.

All teachers (K–6) implemented the new Science and Technology Syllabus and it was integrated through project based learning in classrooms and the Release from Face to face (RFF) teachers also integrated Science and Technology with English (Writing) in their programs. All students engaged in real world, collaborative problem solving with technology to think critically and creatively. All Stage 3 students completed a project based learning unit about the "Dark Sky". "Dark Sky" was also a state wide competition and out of the 50 participating schools, Lidcombe PS student groups placed 1st and 3rd. The winning students were awarded with a visit to the Siding Spring Observatory in the Warrumbungle National Park and they were presented with books and telescopes. The students were also invited to present their ideas to reduce light pollution at a Cumberland Council meeting. Stage 2 students successfully participated in project based learning about keeping native bees and networked with local community members with expertise. Early stage one students participated in project based learning about raising guinea pigs and responded in a variety of learning areas to demonstrate their understanding of guinea pigs and how to care for them.

All students were given opportunities to participate in Science, Technology Engineering and Mathematics (STEM) classes, supervised by class teachers and led by an external provider with expertise. The school P and C provided financial support to subsidise the cost for families. Teachers with expertise in technology also led a STEM club initiative at lunchtimes for interested students.

learning

Professional learning ( 3 days x 2 relief teachers)

### Process 3: Targeted Interventions for all Students

Timely targeted interventions for all students that are evidence based and reflect best practice, to tailor adjustments, extensions or enrichment to maximise student growth.

Evaluation	Funds Expended (Resources)
<p><b>Sustained student growth in a range of data sources.</b></p> <p>100 students were referred to the Learning Support Team (LST) and received effective interventions to meet a wide variance of needs. 51 other students were referred in small groups to benefit from literacy or social skills interventions provided by the learning and support teachers (LaSTs). Five students were living in out of home care and three students identified as being Aboriginal or Torres Strait Islanders.</p> <p>183 students were supported with learning adjustments. Of these, 121 students' needs were met by classroom teachers through differentiated quality teaching. 30 students were identified with supplementary needs, 28 with substantial needs and 3 with extensive needs (NCCD data). Students with substantial and extensive needs have personalised learning and support plans (PLASPs) that are formally reviewed annually.</p> <p>In addition, teachers reflect on formative assessment and consistency of teacher judgement against syllabus-based LISC to inform differentiation in teaching and learning programs.</p> <p>The school applied for additional support from the Assistant Principal – Learning Assistance to assist early career teachers in meeting the needs of ten early stage one students who were identified with additional learning needs.</p> <p>Nineteen access requests were submitted and additional funding, supplemented by school funds, was used to employ additional school learning and support officers (SLSOs) to ensure support for these students' additional needs, consistent with their individual PLASPs. While access requests were successful, some students initially missed out on places due to</p>	<p>Time</p> <p>professional learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$47081.00)</li> <li>• Integration Funding Support (\$57971.00)</li> <li>• Flexible Wellbeing (\$15817.00)</li> </ul>



## Progress towards achieving improvement measures

a shortage of appropriate places in high school support classes.

Due to building works in the school, playground areas and movement around the school was heavily impacted. The staff reviewed and explicitly taught the adjusted behaviour expectations to all students in response to these changes and as a result, the school's "Green" (students meeting positive behaviour expectations) data is 99%, consistent with previous years.

## Next Steps

Continue to identify student needs and ensure the capacity of all staff to differentiate for student's needs.

Maintain a data base of interventions to ensure that every student remains known, valued and cared for.

Continue to follow up on student attendance issues.

Update Expectations Matrix and Student welfare procedures so they remain relevant to the changing context of the school.

## 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.

### Improvement Measures

All staff use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

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.

### Progress towards achieving improvement measures

#### Process 1: Building capacity in others:

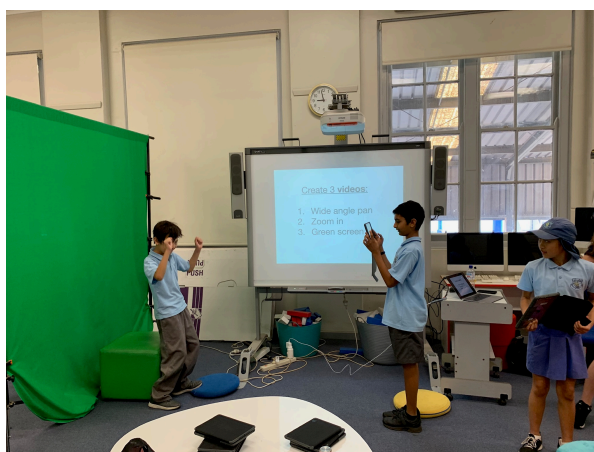
The leadership team establishes a culture focused on continuous improvement using research, best practice and innovative thinking, where all students are taught by high performing teachers.

Evaluation	Funds Expended (Resources)
<p><b>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.</b></p> <p>Six additional PeerEd Peer Coaches were trained and each coach partnered with another teacher who had volunteered for coaching and mentoring to increase their understanding of, and confidence in integrating technology effectively into their daily teaching practice so students effectively engage in meaningful future focused learning. The PeerEd learning design matrix (used by coaches to improve lesson design) was adjusted to reference the NSW Syllabus outcomes, Australian Professional Teaching Standards and creative and critical thinking rubrics.</p> <p>Please see <i>Workforce information</i> for more detail..</p> <p><b>All staff use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.</b></p> <p>All teachers actively participate in whole school improvement processes. This is evidenced in the school's annual self evaluation. The school has established <i>SEF element committees</i> (based on the <i>School Excellence Framework</i> (SEF) elements) that meet regularly throughout the year to assess and recommend whether the school is meeting the <i>excelling</i> or <i>sustaining and growing</i> theme descriptors. Team members are empowered with the responsibility to identify and collect a variety of evidence sources. All teachers then annotate each piece of evidence against the respective theme descriptor(s) to justify their final self evaluation and make recommendations to improve or maintain the current <i>excelling</i> rating and inform future school planning. The 2019 collated evidence clearly shows each committee's contributions and places the school in a very good position for the next SEF external validation in 2021.</p> <p>Please see the sections: <i>Self-assessment and school achievement</i> and <i>Professional learning and teacher accreditation</i> for more information.</p>	<p>Professional learning (1 day x four relief teachers)</p>

**Process 2: Professional Learning:**

Engage staff with quality, planned and innovative professional learning that generates student feedback about learning, clearly aligned to the School Excellence Framework and attainment of accreditation of the Australian Professional Standards..

Evaluation	Funds Expended (Resources)
<p><b>All staff use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.</b></p> <p>All teaching and learning programs document evidence based, differentiated learning experiences and explicit links to Learning Intentions and Success Criteria (LISC). Following on from three leaders' participation in Agile Leadership, the whole K–6 school implemented LISC, focusing on <i>Creating Texts</i> from the <i>National Literacy Learning Progressions</i>. This journey was also documented as the whole school PDP goal. In doing so, staff became familiar with the learning progressions and used consistent language and practices to provide students with explicit feedback to improve their writing. This process included regular data sharing sessions and exit tickets (for students and staff) throughout the professional learning journey.</p> <p>Please see <i>Learning Intentions and Success Criteria – Whole School Focus</i> for more information.</p> <p><b>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.</b></p> <p>All teachers receive observations and explicit feedback about their teaching and learning programs and classroom teaching. This feedback is linked to the <i>Australian Professional Standards for Teachers</i>. Teachers are provided with written and verbal feedback by their team leaders. Teachers are asked to reflect on their students' learning data to identify their successes and how they can improve their teaching practice to enhance student achievement.</p>	<p>TPL</p> <p>Collaborative planning time</p> <p>AP Early career mentor.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• GTIL (\$47081.00)</li> <li>• Beginning Teachers (\$75516.00)</li> </ul>



## 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.

#### Improvement Measures

Increased positive, constructive feedback to strengthen and enhance school community programs.

Sustained student attendance at 95% or higher.

Engagement is strengthened across the school community (students, staff and parents/carers).

Increased quality teaching and future focused learning supported by digital technologies and growth mindset

#### Progress towards achieving improvement measures

##### Process 1: Culture of high expectations

Quality teaching for students is transformed by future focused learning: digital technologies (including BYOD); critical and creative thinking; and real world connections in a supportive and inclusive whole school learning environment..

Evaluation	Funds Expended (Resources)
<p><b>Increased quality teaching and future focused learning supported by digital technologies and growth mindset</b></p> <p>As a result of focused, whole school professional learning, students are shown the learning intentions and success criteria (LISC) for all lessons so they know what they are learning and how to be successful in that lesson. This has proven to be an effective method as students have shown more ownership of their learning and can meet explicit learning goals. They can also explain how to be successful and complete each criteria of the task. Learning intentions and success criteria have also proved to be excellent reflection strategies. In Mathematics, students articulate what they have learnt or how they have become successful by writing and reading a short response to their classmates and teacher.</p> <p>As teachers modelled the language of LISC, students learned how to articulate their responses and reflect on their learning. Teachers used Creating Texts from the <i>English National Learning Progressions</i> to explicitly model effective writing samples and provide students with step by step writing goals. An exemplar or 'WAGOLL' (what a good one looks like) was always presented to benefit visual learners and assist in maintaining high expectations their individual needs. This was differentiated so students could participate in assessing their own learning using a number strategies (such as scaffolded feedback, explicit success criteria and colour coded exit tickets) to identify their next learning goals.</p> <p>The whole school staff attended a staff development conference workshop led by an external expert focusing on integrating technology effectively to engage students in learning. The school has engaged this expert (Craig Kemp) to support the school for three years. This complemented six more staff being trained as peer coaches to support other teachers with future focused learning. The technology team led a staff development workshop with practical ways for teachers to implement the SAMR wheel for K-6 students, using website design and robotics.</p>	



## Progress towards achieving improvement measures

In addition to our current student leadership programs and other extra-curricular activities, students were able to apply to be lunchtime *playground engineers*, with responsibilities such as setting up equipment and/or refereeing games for younger students. Students also had the opportunity to join a lunchtime STEM club and learn additional technology skills.

Please see *Process 2: Future Focused Learning* (above) and the *Policy Requirements* section for more details.

### Sustained attendance rate of 95% or higher

Semester 2 Attendance data – 96.1% (Aboriginal students 96.8%). This is a 3.8% increase (Aboriginal students 2.4% increase) on 2018 data.

90.1% of students had an attendance rate higher than 90% (100% of Aboriginal students). This is an increase of 10.1% on 2018 data (14.3%

## Process 2: Building the collective capacity of the community

The school values and respects collaborative feedback from students, parents and the community to promote and generate learning and innovation.

Evaluation	Funds Expended (Resources)
<p><b>Increased positive, constructive feedback to strengthen and enhance school community programs.</b></p> <p>Based on evidence collected, Lidcombe PS runs efficient programs to ensure that the whole school community clearly understands explicit expectations so students achieve excellence in academic results, learning behaviour and social skills to bring best learning experience for students and parents. The eight week Kindergarten Orientation provided opportunities for more than 100 pre-schoolers to experience the new school environment. It helped parents prepare for upcoming school year and understand the expectations of the school and the school system.</p> <p>Please also see the <i>Parent./caregiver, students, teacher satisfaction</i> section.</p> <p><b>Engagement is strengthened across the school community (students, staff and parents/carers).</b></p> <p>Students responded positively to the updated award designs featuring Lamar the Lorikeet modelling the school rules and expectations on cutouts and signage around the school and new office.</p> <p>All of the Tuesday morning awards ceremonies were well attended, with at least 200 parents each week.</p> <p>All P and C meetings were well attended, allowing for different points of view to be discussed. All whole school events were well attended by parents.</p> <p>The school continued to enjoy the support of Learning Links, Dooleys, local businesses, and parents with expertise in a variety of areas, to strengthen sporting, performing arts, curriculum and project based learning. for our students and teachers.</p> <p>Please see <i>Policy Requirements</i> for more information.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$2 973.00)</li> </ul>	<p>Student attendance was 96.1% (higher than state average and school mainstream attendance)</p> <p>Aboriginal and Torres Strait Islander students' data and NAPLAN achievement are higher than other students' achievement. All Aboriginal students established personalised learning pathways (PLP) goals and 60% of their parents participated in meetings to set up and then review their children's PLPs.</p> <p>TTFM data shows that ATSI students and Aboriginal culture are valued and feel valued and a sense of belonging in the school.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English Language Proficiency (\$640 294.00)</li> </ul>	<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.</p> <p>Achievements include:</p> <ul style="list-style-type: none"> <li>76% of early stage one students achieved Level 9 or above in reading</li> <li>The number of students <i>developing English language</i> on the EAL/D Progression has decreased from 196 to 184</li> <li>89% of Year 5 students are at or above expected growth in NAPLAN Reading</li> <li>73% of Year 5 students are at or above expected growth in NAPLAN Spelling</li> </ul>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$262 387.00)</li> </ul>	<p>Student attendance at 96.1%</p> <p>Student data is favourably compared with class data and achievement of PLP goals.</p> <p>Adjustments are documented and correlate with NCCD data, LST records and TTFM data.</p> <p>TTFM data shows that students feel that they are valued and have a sense of belonging in the school.</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>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$149 082.00)</li> </ul>	<p>Sustained student growth in a number of data sources, as evidenced in teacher shared data and PDP reflections.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$207 132.00)</li> </ul>	<ul style="list-style-type: none"> <li>NCCD data and Learning Support team data shows that all students are supported with appropriate adjustments for learning and wellbeing.</li> <li>Appointment of fulltime executive position Assistant principal – Supporting Students to manage the Learning Support Team and lead LaST and EAL/D teams.</li> <li>99% of students were "green" throughout 2019</li> <li>Additional SLSO time for students requiring fulltime support, who were partially supported</li> </ul>

<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$207 132.00)</li> </ul>	by IFS. <ul style="list-style-type: none"> <li>• The percentage of students in bottom 2 bands in NAPLAN writing decreased from 16.7% to 11.6%, which is considerably lower than the state average percentage.</li> </ul>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$75 516.00)</li> </ul>	<p>Early career teachers supported by 0.2 ECT Mentor position providing both 1:1 and small support from a teacher with expertise. This position allowed teachers to observe lessons, participate in collegial planning and access school and departmental resources to improve their teaching practice.</p> <p>All Assistant Principals provided mentoring to team members undertaking accreditation and/or setting their professional development goals using the Performance and Development Framework.</p>
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$701.00)</li> </ul>	<p>Nine students were identified as being "refugee" in 2019 and received additional English as a Additional Language/Dialect (EAL/D) support and adjustments made to classroom programs. Of these students: three were in the emerging phase and six were in the beginning phase of the EAL/D progressions. Refugee students are identified by the Learning Support Team and same supports are provided to other students who were born in Australia to refugee families.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	363	393	415	428
Girls	312	369	392	385

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.2	95.4	94.4	95.2
1	96.1	95.1	95.4	95.8
2	95.1	95	95.2	96.4
3	96	97	95.2	97.1
4	95.3	95.7	95.9	96.2
5	96.3	95.2	95.3	96.5
6	94.7	94.1	94.3	95.6
All Years	95.5	95.4	95.1	96.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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 2019, there were 813 students enrolled throughout the year with 118 Year 6 students graduating to high school.

The school's overall attendance remains much higher than the state average. Even though the state attendance average has declined, Lidcombe Public School's attendance rate has been increasing. Most of the absences in 2019 were due 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 2019, the school continued using Sentral, enabling teachers to effectively maintain their class rolls more efficiently. Lidcombe Public School also continued the recently introduced 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.

While student whole school attendance has improved, there is a slight increase in the number of students arriving late to school.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	33.42
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	4.6

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Beginning Teacher Mentoring

In 2019 the following initiatives have been operating at Lidcombe Public School to support the growth and development of our Early Career Teachers (ECT):

- Beginning Teacher Mentor (BTM) provided 1:1 professional support for 9 teachers in their first 3 years of teaching on a weekly basis
- Personalised goals for the ECT's aligned to the Australian Professional Standards for Teachers (APST) for both semesters ensured meaningful, specific support and guidance was provided
- In class support varied from modelled and demonstrated lessons, to guided and team teaching and finally to observations of ECT's lessons.
- At least nine professional learning workshops specifically targeting the needs of early career teachers.

Individualised support resulted in:

- Targeted, high quality, on-going support for ECT teachers in their first 3 years of teaching
- Modelled, supported and expected best practice within LPS
- Support for school targets with explicit focus on whole school objectives
- Support for teachers beginning their career to ensure a positive start to facilitate teacher wellbeing
- Opportunities for modelled best practice across a wide range of curriculum areas to consolidate theoretical understandings
- 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
- Extension of the mentoring culture and support network within LPS
- Clear, consistent and effective communication between ECT's, BTM, Stage AP's and school senior executives by use of email and One Note to collate BTM's role
- Supporting the accreditation process for all staff

Future Directions:

- Continuation of 3 days BTM support for ECT's in 2020
- Initial focus on those teachers who demonstrated a need for initial support in 2019 and those on their first class
- Continuation of communication via email and One Note between ECT's, BTM, Stage AP's and school senior executives
- Offer workshops in target areas to support ECT, school and department needs
- Continuation of targeted lesson observations to support accreditation
- Initially a set roster of ECT focus areas for in class support determined by the BTM
- Delayed setting ECT personalised goals until the end of Term 1 so the initial roster of ECT focus areas are complete
- Interactive BTM timetable for ECT's using One Note, or similar, to overcome the timetabling issues of missed BTM sessions



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,396,753
<b>Revenue</b>	8,762,763
Appropriation	8,459,401
Sale of Goods and Services	15,240
Grants and contributions	269,273
Investment income	12,099
Other revenue	6,750
<b>Expenses</b>	-8,775,244
Employee related	-7,950,504
Operating expenses	-824,741
<b>Surplus / deficit for the year</b>	-12,481

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.

Concerning our school budget:

- The school's financial management processes and governance structures meet financial policy requirements;
- Intended use of funds available – air conditioning in Block L, 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 new playground and more handball and games courts) to further assist our children with game development and learning to respect the rules of the games played.
- Our closing balance for 2019 is not displayed in the graph above. In 6100 (Operational Funds), we were left with \$24 824. In 6200 (Commonwealth funds), we are left with \$66 484, but there are specific rules about how we spend this money, and in 6300 (School and Community sources), we have a very healthy \$1 272 518. As per usual, we will be looking to spend this on more equipment and resources for our students, more professional development for our Teachers and on Buildings and Grounds maintenance.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	680,062
<b>Equity Total</b>	1,116,758
Equity - Aboriginal	3,378
Equity - Socio-economic	207,132
Equity - Language	640,294
Equity - Disability	265,954
<b>Base Total</b>	5,344,391
Base - Per Capita	194,398
Base - Location	0
Base - Other	5,149,993
<b>Other Total</b>	1,070,832
<b>Grand Total</b>	8,212,042

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.

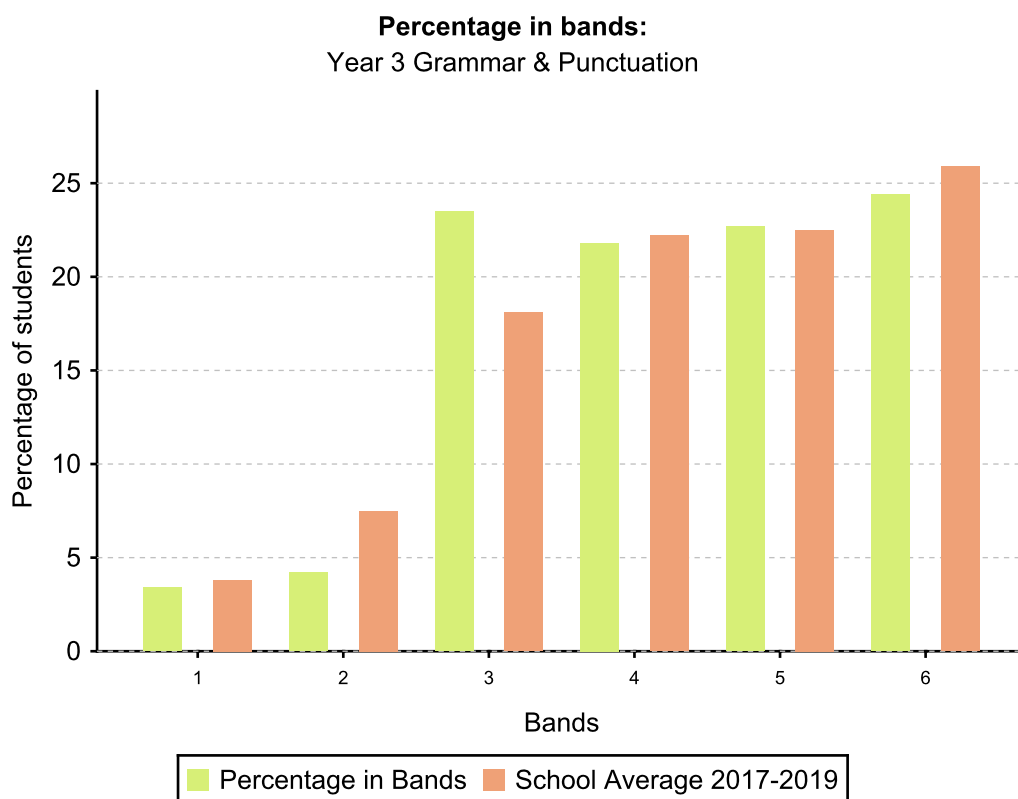


## School performance - NAPLAN

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.

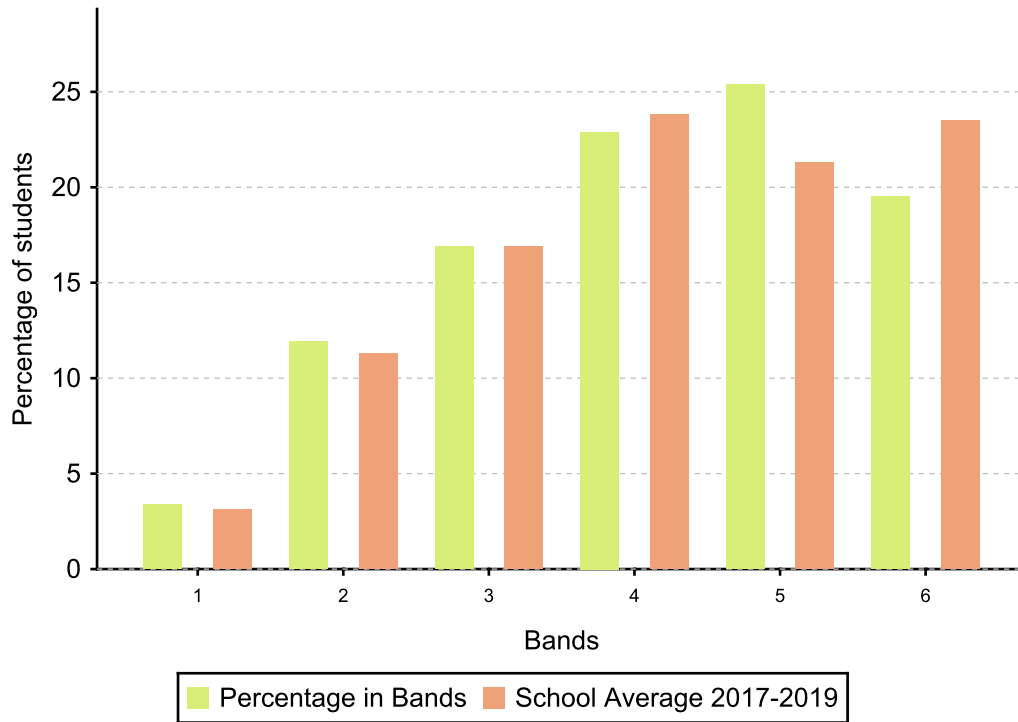
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



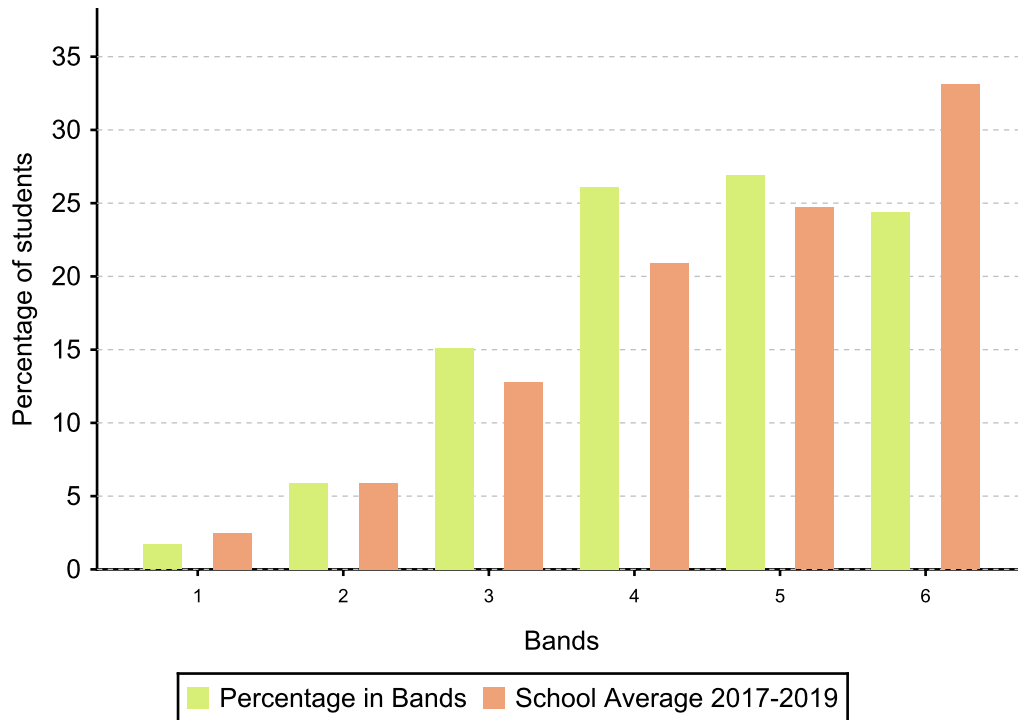
Band	1	2	3	4	5	6
Percentage of students	3.4	4.2	23.5	21.8	22.7	24.4
School avg 2017-2019	3.8	7.5	18.1	22.2	22.5	25.9

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	3.4	11.9	16.9	22.9	25.4	19.5
School avg 2017-2019	3.1	11.3	16.9	23.8	21.3	23.5

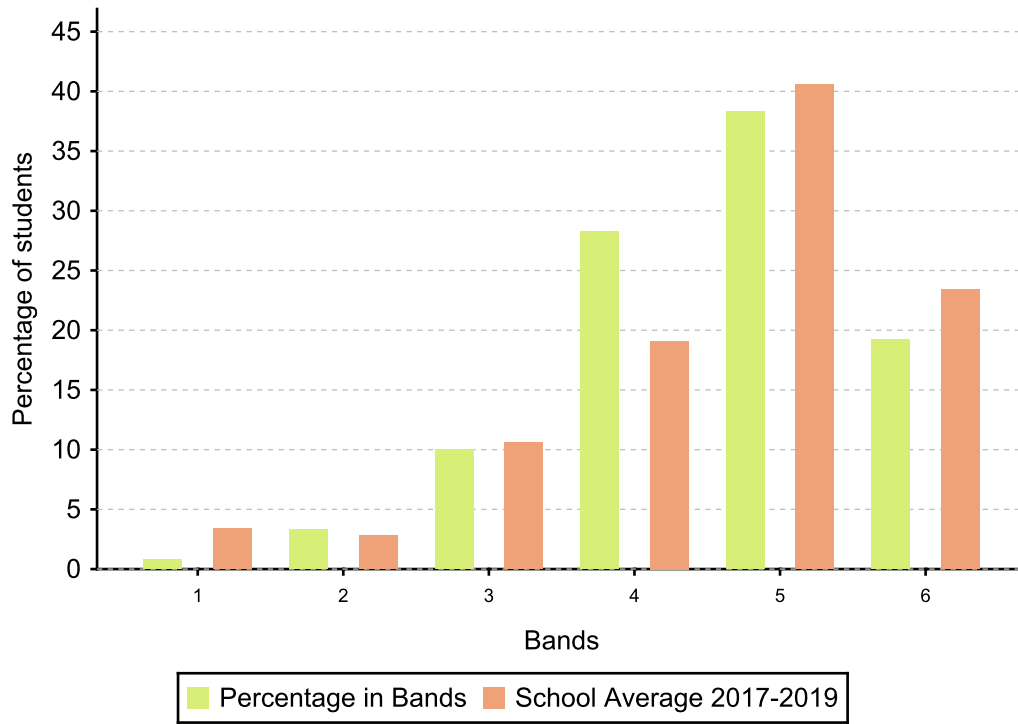
**Percentage in bands:**  
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	1.7	5.9	15.1	26.1	26.9	24.4
School avg 2017-2019	2.5	5.9	12.8	20.9	24.7	33.1

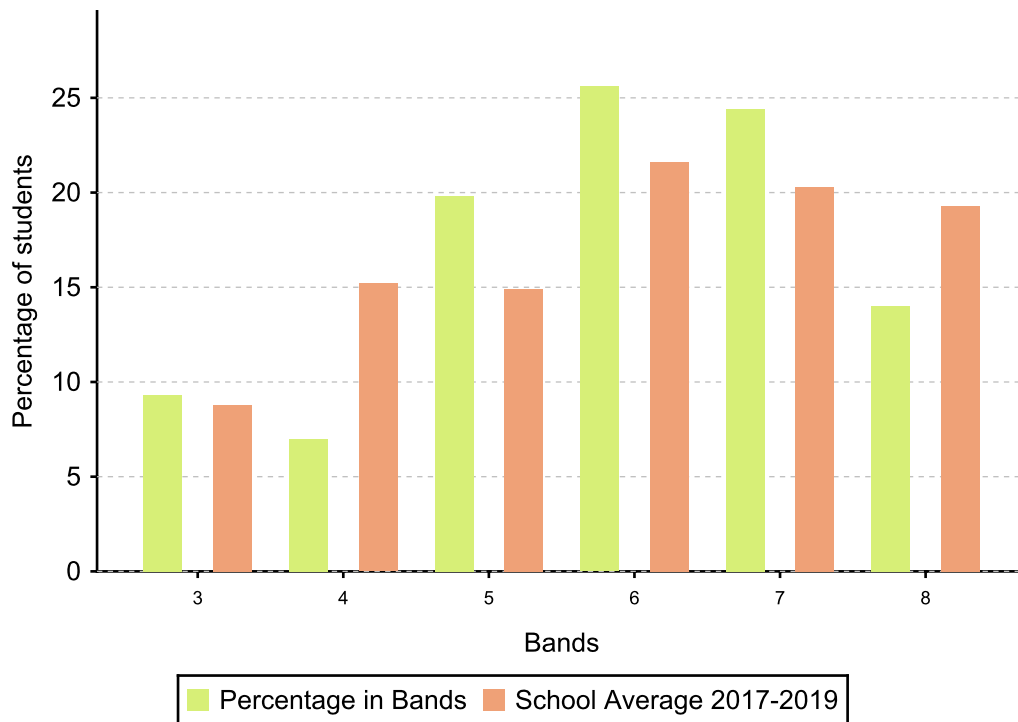
### Percentage in bands:

#### Year 3 Writing



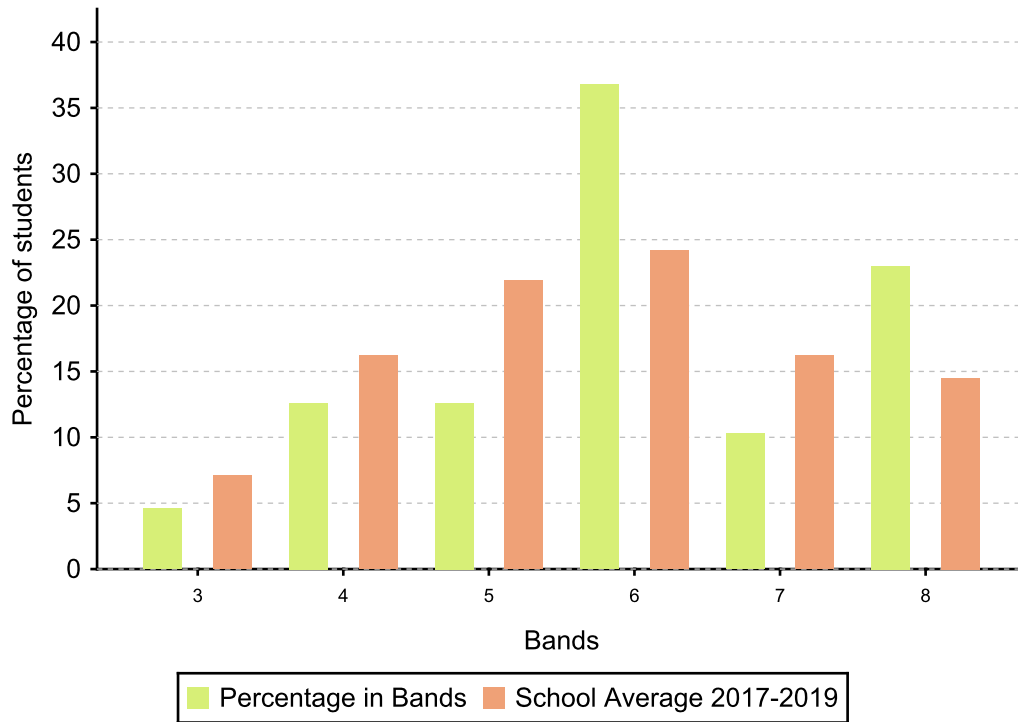
Band	1	2	3	4	5	6
Percentage of students	0.8	3.3	10.0	28.3	38.3	19.2
School avg 2017-2019	3.4	2.8	10.6	19.1	40.6	23.4

### Percentage in bands: Year 5 Grammar & Punctuation



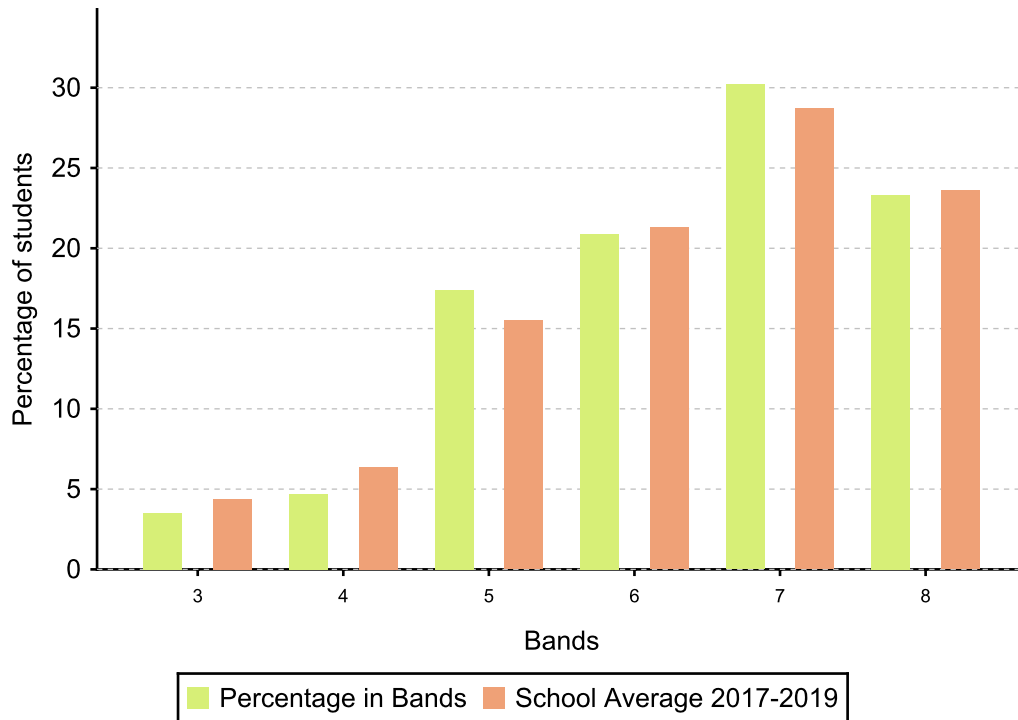
Band	3	4	5	6	7	8
Percentage of students	9.3	7.0	19.8	25.6	24.4	14.0
School avg 2017-2019	8.8	15.2	14.9	21.6	20.3	19.3

**Percentage in bands:**  
Year 5 Reading



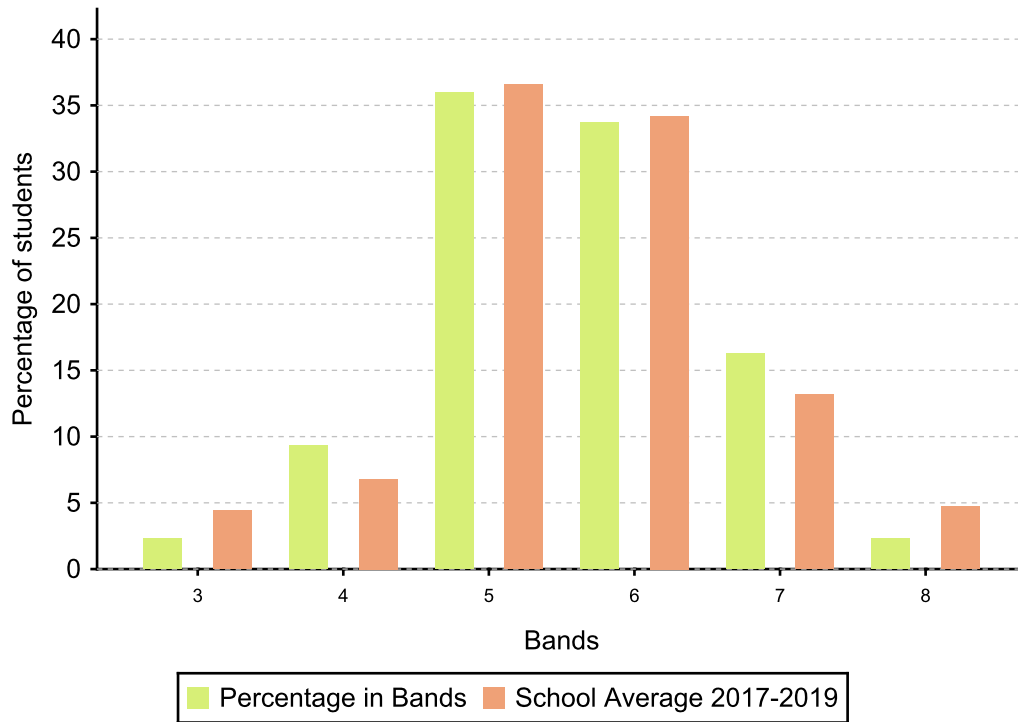
Band	3	4	5	6	7	8
Percentage of students	4.6	12.6	12.6	36.8	10.3	23.0
School avg 2017-2019	7.1	16.2	21.9	24.2	16.2	14.5

**Percentage in bands:**  
Year 5 Spelling



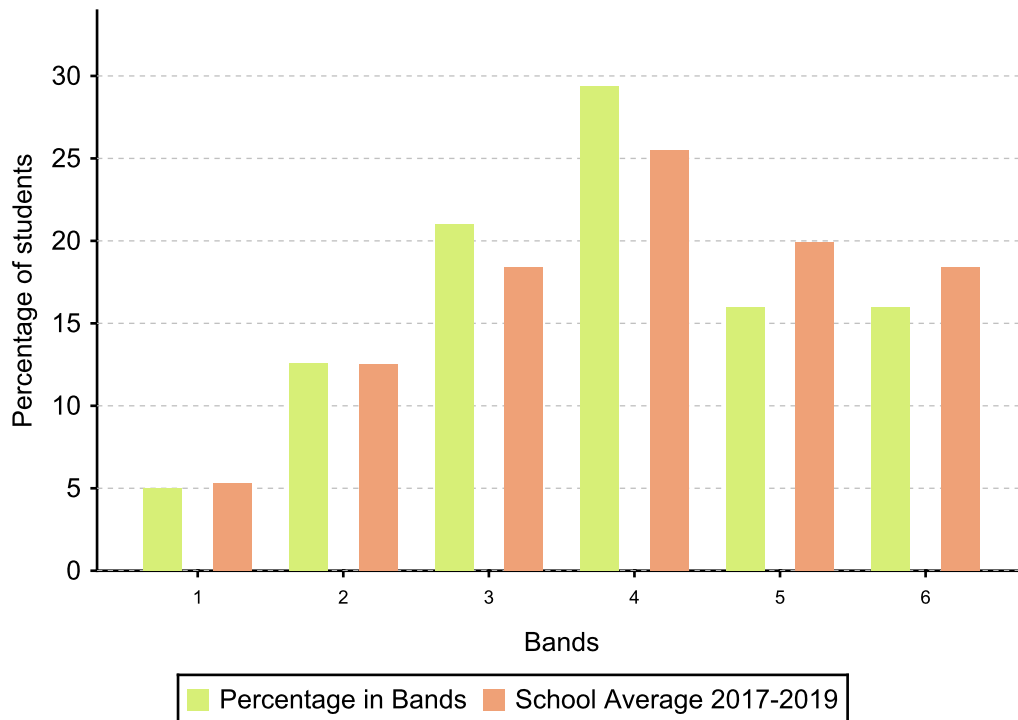
Band	3	4	5	6	7	8
Percentage of students	3.5	4.7	17.4	20.9	30.2	23.3
School avg 2017-2019	4.4	6.4	15.5	21.3	28.7	23.6

**Percentage in bands:**  
Year 5 Writing



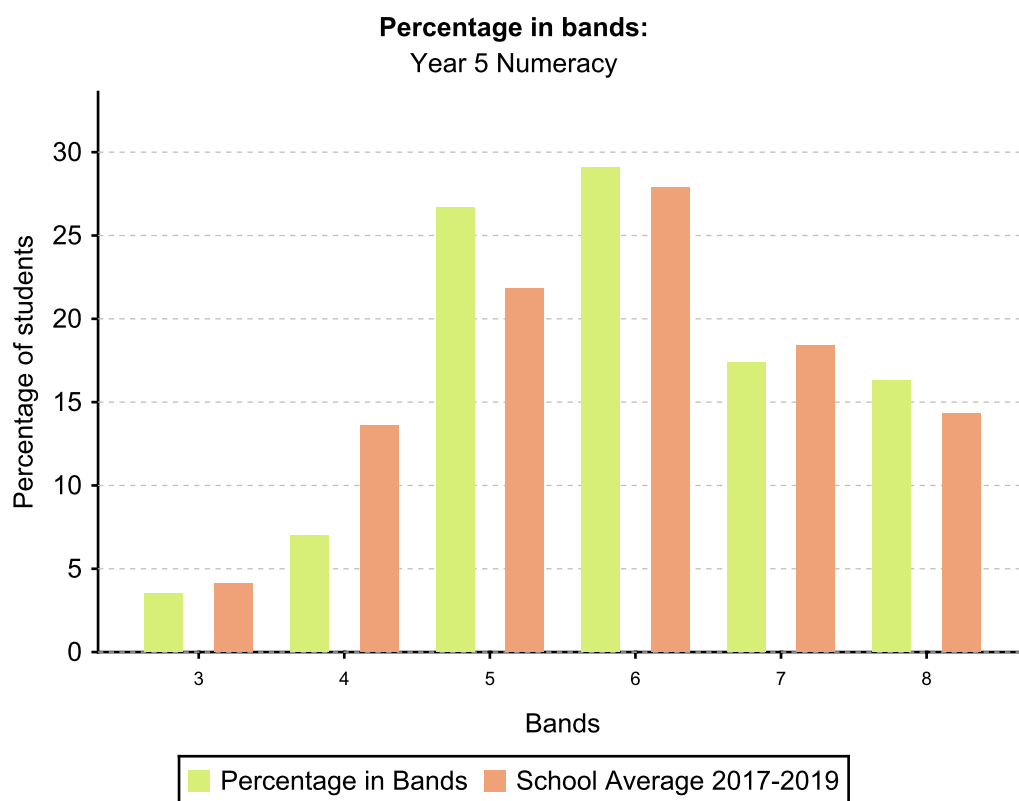
Band	3	4	5	6	7	8
Percentage of students	2.3	9.3	36.0	33.7	16.3	2.3
School avg 2017-2019	4.4	6.8	36.6	34.2	13.2	4.7

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	5.0	12.6	21.0	29.4	16.0	16.0
School avg 2017-2019	5.3	12.5	18.4	25.5	19.9	18.4





Band	3	4	5	6	7	8
Percentage of students	3.5	7.0	26.7	29.1	17.4	16.3
School avg 2017-2019	4.1	13.6	21.8	27.9	18.4	14.3

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.

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.

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

### Excellent Value–Added (Academic Growth) Results

Lidcombe Public School achieves excellent value–added\* results, significantly above the value added by the average school in NAPLAN. All Value Added reports for K–3, 3–5 and 5–7 show that the school's growth is excellent and it significantly exceeds the growth of average, similar schools and most other schools, as evidenced by its "Excelling" rating., with most students achieving above expected growth that is higher than the state and similar schools in Reading, Writing and Numeracy for Year 3 and Year 5. The school has sustained excellence in growth for more than seven years.

#### YEAR 3 Reading

- 44.9% students are proficient (top two bands) (DoE state 51.7%).
- 15.3% students are in bottom two bands (state 13.6%).
- Trend data – From 2017 to 2019 there was a steady decrease in average score, whereas state average was steady.

#### Year 3 Writing

- 57.5% students are proficient % (top two bands) (state 55.1%).
- 4.2% students in bottom two bands (state 6.5%).

- Trend data – From 2015–2019, the school has followed the state's trend line and maintained higher scores than the state average.

### **Year 3 Language Conventions / Grammar and Punctuation**

- 47.1% students are proficient (top two bands) (state 56.4).
- 7.6% students were in bottom two bands (state 12.5).
- Trend data – The school has maintained a trend line that is comparable with state average from 2015 to 2019

### **Year 3 Spelling**

- 51.3% students who are proficient (top two bands) (state 52%).
- 7.6% students in bottom two bands (state 13.2%).
- Trend data – With the exception of 2015 (when the school was level with the state average), the school has seen a slight decline, when compared with the state.

### **Year 5 Reading**

- 33.3% students are proficient (top two bands) (state 36.1%).
- 17.2% students in bottom two bands (state 16.4%).
- Average Growth from Year 3 to Year 5 was 89.0 (state 74.2).
- Trend data – Rising school trend since 2016 compared to a flat state trend.

### **Year 5 Writing**

- 18.6% students are proficient (top two bands) (state 17.6%).
- 11.6% Students in bottom two bands (state 19.6%).
- Average growth from Year 3 to Year 5 was 43.3 (state 59.7).
- 47.6 % students were at or above expected growth (state 57.2%).
- Trend data – School has shown steady numbers from 2018–2019 which are steadily above state average.

### **Year 5 Grammar and Punctuation**

- 38.4% students are proficient (top two bands) (state 37.6%).
- 8.1 %students in bottom two bands (state 14.3%).
- Average growth from Year 3 to Year 5 was 61.8 (state 64.0).
- 73.1% students were at or above expected growth (state 58.6%).
- Trend data –Sharp rise since 2017 as compared to a flat and falling state trend but then a slight decline in 2019.

### **Year 5 Spelling**

- 53.5% 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 87.8 (state 82.8).
- 73.6% students were at or above expected growth (state 58.6%).
- 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 testing and formative assessment.
- 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.

### **Year 3 Numeracy**

- 31.9% students who are proficient (top two bands) (state 39.9%).
- 20.4% students in the bottom two bands (state 17.1%).
- Trend data – Since 2015 the school has been sharply rising against a falling state trend until 2019, where a sharp decrease was evident that brought us below state average.

### **Year 5 Numeracy**

- 33.7% students are proficient (top two bands) ( state 29.8%).
- 21% students are in bottom two bands (State 20.5%).
- Average Growth from Year 3 to Year 5 is 113.8 (state 87.1).

- 69.2% students above expected growth (state 53.1%).
- 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.
- Whole school focus on Number Talks and additive strategies
- Focus on Mathematics problem solving strategies.

### **Learning Intentions and Success Criteria – Whole School Focus**

In 2019 all teaching staff embraced a whole school professional development plan (PDP) goal: *During 2019 explicitly teach using LISC, visible learning and effective feedback strategies K–6 to develop independent and perseverant learners.*

Throughout the year, teachers met to share their progress and demonstrate how they were enhancing writing outcomes for students by providing clear learning intentions and success criteria (LISC), explicit feedback on learning and formative assessment strategies to help students improve on their learning.

early stage one and stage one teachers focused on involving parents in understanding LISC in the news and home reading programs. They incorporated LISC in writing, and across all learning areas through backward mapping). As a result:

- Teachers gave more specific direction and specific feedback
- Students had achievable goals and a clear purpose to each lesson
- Students displayed increased motivation and were able to direct their own learning.
- L3 (language literacy learning) at Week 38
- Minimum instructional reading benchmarks: meeting – 28% of students; exceeding – 40% of students
- Writing vocabulary: In week 5, 64% of students could write 3–15 words; in Week 38, 25% of students wrote more than 30 words and 45% of students wrote more than 41 words.
- Hearing and recording sounds: In Week 10, fewer than 15% could identify more than 18 sounds. In week 38, 75% of students identified more than 51 sounds.

Stage two and stage three teachers scaffolded the persuasive writing process using LISC, to develop self/peer evaluation skills in students. Stage three students received explicit teaching using success criteria to provide feedback to other students and themselves so they could improve their written work.

As a result, students broadened their knowledge in response to whole class brainstorming sessions and learned how to self-evaluate during whole class, modelled feedback sessions. Students received clearer expectations so they experienced greater success in writing and became more appreciative of other students work. Hence, student writing became more detailed and better structured, with clear arguments and elaborations.

During this process teachers developed a consistent teaching approach to writing across the stage. They identified areas of improvement and collaborated on ideas to help students, including how to provide clearer expectations and team teaching skills.

Special Education students found that using LISC in their individualised learning plans:

- Allows for focus on individualised learning (goal orientated)
- Provides consistent method for teaching
- Students can articulate the purpose of their work
- Learning is made successful and achievable with accurate and timely feedback
- Promotes self-reflection

This resulted in a marked difference in students' writing and vocabulary development.

Moving forward (special education):

- Guide students in using success criteria to actively check their own writing.

Specialist teachers (release from face to face, community language, EAL/D and learning and support) used LISC to help differentiate learning for their students by collecting and comparing students' work to identify explicit areas of improvement as their teaching focus. RFF teachers teach the students in a different context, so they usually have to go back to an earlier starting point than class teachers when they consider: Where are my students now? –and reflect on the LISC /assessment rubrics throughout the whole teaching and learning cycle for every student.

### Moving forward (whole school English and Mathematics ):

- Use samples of the final expectation and checklists of the SC help students to stay on track with their work.
- Focus on teaching English and mathematics in context with other syllabus outcomes
- Focus on writing less quantity, but use LISC to explicitly write higher quality texts
- Continue with play based learning centres to guide writing (ES1).
- Continue with reciprocal reading and comprehension strategies in reading groups
- Continue weekly explicit grammar lessons, spelling pre– and post tests, using technology to engage students e.g. Quizlet, Quizziz etc
- Use mathematics assessments and bump it up walls linked with "I CAN" to track stage data.
- Problem solving and working mathematically, using additive strategies from the *national mathematics learning progressions*
- More students began to contribute in whole class discussions as the lessons progressed. They need to develop confidence in talking about their own learning and how to improve.
- Students practise using the language of the LISC in every lesson.
- Teachers explicitly teach, reteach, and persist with establishing expectations and maintaining visible learning behaviours.
- Plan for Three Way Conferences in Term 2, 2020: – Scaffold for goals – 3 for teacher and 3 for students that are negotiated by all ( learning, personal/ social).



# Parent/caregiver, student, teacher satisfaction

## 2019 School Parent Satisfaction Survey Results

83 parents responded to the school's parent survey. This is a larger and more representative response than that captured by the Tell Them From Me (TTFM) parent surveys used in previous years (29 responses in 2018). This was an electronic survey using similar questions to the (TTFM) survey. It was advertised in the school newsletter and emailed to each family. As a result, the response rate increased by 200% since 2018 and it was overwhelmingly supportive of the school's directions and programs.. Of the 83 respondents:

A clear majority of parents strongly agreed or agreed that:

- The school's office staff are helpful (86.7%)
- Their child knows the school's rules and expectations (85.6%)
- They feel welcome when they visit the school (80.7%)
- They would recommend the school to other parents. (79.6%)
- Children feel safe at school (75.9%)
- They well informed about school activities (75.9%)
- The school helps to prevent bullying. (75.9%)
- Teachers engage students in learning in their classrooms (73.5%)
- Behaviour issues are fairly dealt with in a timely manner. (73.5%)
- They can easily speak with the principal (72.3%)
- They can easily speak with their child's teachers (72.2%)
- Teachers listen to them (69.9%).

Some parents expressed that they were not sure if:

- They understand how their child is progressing in school subjects (25.3%)
- They understand how their child is progressing at school (24.1%)
- The school accesses specialist support for children who need it. (24.1%)
- Teachers devote time to other activities (22.9%)
- They would be informed about their child's wellbeing. (21.7%)
- Teachers think about children's needs, abilities and interests. (19.3%)
- They would be told if the teacher had concerns about their child's learning or behaviour (18.1%).

The most number of "strongly disagree" or "disagree" responses related to:

- I am informed about my child's social and emotional wellbeing. (22.9%)
- I am informed about how my child is progressing in school subjects. (21.6%)
- I understand how my child is progressing at school. (18%)

## 2019 Student Tell Them From Me (TTFM) Survey Results

280 students in Year Four, Year Five and Year Six participated in the shortened TTFM online student surveys in Term 1 and Term 3 in 2019. Their responses are highly positive and consistent with previous years, showing that they enjoy being at school and that they are engaged in meaningful learning.

- 83% of students responded as being interested and motivated at the school (NSW government schools' mean (78%).
- 88% of students stated that were well behaved at school (consistent with previous years) (NSW government school's norm 83%).
- 88% of students rated their perseverance (to pursue challenging goals to completion) as being *medium* or *high*. (NSW government school's norm 90%). The overall responses imply that the students' resilience increased during their time at school, with 53% of Year Six students rating themselves as *high* (state norm 51%).
- 37% 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 2019).

The students rated the school against the *Eight Drivers of Student Learning* as:

- 8.9 out of 10 for *staff holding high expectations and wanting students to succeed* (NSW government school's norm 8.7)
- 8.6 out of 10 for *class time being used effectively and lessons being taught well* (NSW government school's norm 8.2)

In the open ended questions, 95% of students responded that teachers share learning intentions in most lessons; and 94% of students were able to articulate (in writing) how success criteria helped their learning.

## 2019 Teacher Tell Them From Me (TTFM) Survey Results

51 teachers completed the survey (46 in 2018). All responses were collated and converted to a 10 point scale. (0–strongly disagree, 5 – neutral and 10 –strongly agree) against the *Eight Drivers of Student Learning*:

- Leadership (7.6 / NSW government school norm 7.1)
- Collaboration (8.1 / 7.8)
- Learning Culture (8.2 / 8.0)
- Data Informs Practice (7.9 / 7.8)
- Teaching Strategies (8.1 / 7.9)
- Technology (7.2 / 6.7)
- Inclusive School (8.4 / 8.2)
- Parent Involvement (7.1 / 6.8) The 2018 school's rating was 6.5.

Teachers agreed that the school environment:

- supports effective teaching practices (85%)
- creates a sense of belonging for students (95%)
- is well maintained 78% (even with the disruptions caused by the building project)

All teachers stated that they were using learning intentions and success criteria (LISC) in all, or most of their lessons. All respondents articulated how LISC was benefiting the students in their learning.

### Moving forward to 2020:

- Continue on our current directions.
- Continue to communicate the work that the school teachers are already doing so parents know that every student is known, valued and cared for.
- Maintain a focus on building Growth Mindset and assisting students to develop their resilience to persevere with challenging tasks.
- Use formative assessment, learning intentions and success criteria with students to guide them in articulating how they can improve.
- Students to participate in more activities where they talk about their learning.
- Continue to help students become more familiar with learning intentions and success criteria, so they articulate what they have been learning, why it is important and how they can improve.
- Teachers to continue having a "high challenge ,high support" focus and embed future focused learning with LISC to maximise student engagement in learning.
- Students participate in three way conferences with their teachers and parents.
- Workshops to help parents become familiar with the language that students are using in the lead up to three–way conferences.
- Remind parents that (*as part of their role in the three–way learning partnership*) they are always welcome to book appointments with teachers at any time of the year if they would like to know more about their children's progress and wellbeing. This is in addition to the scheduled parent/teacher meetings.
- Continue to use TTFM with students and teachers and continue trialling other methods to gain community feedback.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The Lidcombe Public School community respects and acknowledges the Traditional Custodians of the land, the *Wangal* and *Wategora* people of the *Darug* and *Eora* nations.

Three Aboriginal students were enrolled in 2019 and all were supported in their classes with Personalised Learning Pathways (PLPs) to increase Aboriginal student engagement and improve learning outcomes. PLPs are an active process with short term and/or long term goals. The average yearly attendance for Aboriginal students was 98.5% in 2019 (higher than the 2018 (93.6%), whole school (94.95%) and state attendance averages. All three students' personal attendance rates were higher than 90% and they stated in the 2016 – 2019 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 to, or higher than their non-Aboriginal peers and the school is "excelling" against the *School Excellence Framework* 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. Staff continue to embed Aboriginal and Torres Strait Islander *8 Ways of Learning* pedagogy across the curriculum for all students. As an example, during the Stage 3 project based learning topic, *The Dark Sky*, students learned how the Traditional Owners read the stars as a calendar for critical activities. In addition, the whole school community multicultural evening in Term 4 featured an Aboriginal Smoking Ceremony and several traditional dances with Aboriginal and other students.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to 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 (if any) complaints are received in relation to racism. Student issues concerning racism are appropriately managed using the school's Discipline Code.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural education is a celebrated focus of the school, demonstrated through the development of skills, knowledge and attitudes that promote a culturally and linguistically diverse society.

Intercultural understandings are integrated throughout all learning areas.

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

94% 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 are assessed using the EAL/D Learning Progressions as:

- Beginning – 260 students
- Consolidating –120 students
- Developing 164 – students
- Emerging 212– students.

As well as The New Arrivals Program (NAP) support program, EAL/D teachers engaged in collaborative programming and teaching with classroom and specialist teachers. Language support focused on areas of specific need as indicated by class and stage teaching and learning data. Target areas for EAL/D classroom support in 2019 included oral interaction, reading comprehension and writing (Creating Texts). 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 Progressions at stage team meetings
- Linking EAL/D Progressions and modelling of language with Learning Intentions and Success Criteria (LISC)

## Community Languages Program

Lidcombe Public School has a rich and diverse language program that plays an important role in supporting and strengthening the development and maintenance of Arabic, Chinese, Korean and Turkish languages. In addition, bilingual reading was conducted with K to 2 students in smaller groups with their respective Community Language (CL) teachers, while the other students continued reading activities with their class teachers to enhance speaking, listening and reading skills.

Despite the disruptions caused by building works in the school, three multicultural evenings were well attended and warmly welcomed by the school community, featuring traditional food provided by the community, cultural ceremonies and traditional dances performed by our students. These included the:

- Turkish and Arabic Eid celebration evening
- Korean and Chinese *Chuseok* / Mid–Autumn Festival
- Pacific Islander and Aboriginal celebrations

Future directions:

- Ongoing professional learning around the EAL/D progression at stage team meetings.
- Explicitly including language from the EAL/D Progressions and CL syllabuses in Learning Intention and Success Criteria (LISC).
- Continued implementation of TELL strategies in all classrooms .
- Continue building partnerships with community organisations to supplement school support for students (including refugee students).

## Other School Programs (optional)

### 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 no behaviour slips in each term and can participate in extra–curricular events and excursions. In 2019, 99.9% of the school's students were "Green" and attend "Green Events". 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 (93% in 2018).

The Positive Behaviour for Learning (PBL) Committee reviewed the schools expectations matrix and behaviour procedures to ensure consistency and to keep the students safe online. Additional *safety learning and respect* (SLR) awards were introduced to reinforce growth mindset. Students with identified needs are regularly reviewed by the Learning Support Team (as part of the PBL team). *Please see 'Process 3 – Targeted Interventions for all Students' in the School Plan section of this report for more information.*

#### Future directions:

- Consistency in staff explicitly teaching/revisiting school wide expectations to our students (eg PBL lessons, visuals, Y charts) at all times in all places especially playground, all teaching and learning spaces /transitions
- Consistency in staff implementing positive reward system more frequently (eg SLRs)
- Representation on PBL committee from staff members across stages, including Parent/community involvement.
- Continue to review discipline procedures and PBL interventions in place informed by changing needs in the community and data collection throughout the year (such as TFI and Benchmarks of Quality)

## Sport

### Primary Sport Report

All students across K–6 participated in weekly school sports activities aimed to promote healthy lifestyles, develop students' social skills and improve on their fundamental movement skills. The school received funding from the Sporting Schools Grant Program which was used to fund the West Sydney Wolves basketball program which involved weekly basketball activities during school sport with students in Years 3–6. SEDA College students actively supported the school sport programs throughout the year, as well as a *Mega Clinic* in September.

### PSSA Sport

30 students participated in the Auburn Zone Swimming Carnival (six students were age champions), 49 students ran at the zone cross country carnival and 49 students competed in zone athletics carnival (six students were age champions). Lidcombe PS has won all of these carnivals for eight consecutive years.

More than 200 students participated in 23 different PSSA competitions including sports such as netball, soccer, softball and league tag. Out of these 23 teams, seventeen advanced to the semi-finals and twelve competed in the grand finals of their respective competitions resulting in six premierships. The students' commitment to training, desire to improve, respect for opponents and ability to work as a team have all contributed to their overall success.

## Student Representative Council (SRC)

The SRC unites our school community and provides a voice for all classes. Students in Years 2 to 6 are given opportunities to gain skills in leadership, problem solving and collaboration and increase their confidence. Through weekly meetings, students are able to provide feedback and ideas to help improve the school. They are also given important messages to deliver in their classrooms to collect data. Throughout 2019, the SRC and school leaders led our weekly whole school Tuesday morning assemblies. In addition to various important reminders, they delivered our Positive Behaviour for Learning (PBL) focus of the week. They also organised, promoted, set up and ran the school 'One Stop Stationery Shop' every Tuesday morning. Students have developed their skills in business management and raised \$435.61 during the year to donate to the school for resources. This gave the students the opportunity to brainstorm ideas to collaboratively solve real life problems and act as apprentice entrepreneurs to ensure their business was successful. Throughout the year, the SRC were very compassionate in reaching out to local and wider communities in need. They initiated and ran fundraisers for Trundle Central school who are in serious drought through a gold coin 'dress like a farmer day' and sausage sizzle, raising \$3,800. The SRC set up and ran the 'Sipahh Straw' day, selling cups of milk through both break times, raising \$1,500 to donate to Stewart House. The SRC have had an extremely positive impact on the students by empowering them with the opportunity to help others in need. It has had a significant impact on our school by bringing our community closer with a common goal to assist local communities. The SRC have raised awareness of issues, raised huge donations and strengthened our school's involvement in the community.

## Technology

The technology team explored how to successfully motivate and engage staff in experimenting with new technology in order to plan and design future focused learning experiences. To do this they:

- Created and collected surveys for staff and select students about the integration of technology in their classrooms
- Teacher Professional Learning Session run by the Technology committee demonstrated how the SAMR Wheel could be applied to student learning using BeeBots, Google Sites, Spheros and Ozobots
- Technology committee leader completed the PeerEd Peer Coach training and coached a colleague on how to integrate more technology into her teaching and learning.

Craig Kemp (world renown external future focused learning consultant) met with the Technology Committee to discuss priorities before leading the staff in a whole day of professional learning.

#### Future Directions:

- Continue upskilling staff with new and upcoming technologies after meeting with Craig Kemp at the end of Term 2019.

- Hold small professional learning sessions within team meetings to encourage more technological integration during planning and programming times so all teachers of Lidcombe Public School are prepared for the future by redefining how learning takes place.
- Focus peer coaching towards supporting the school's technology committee's teacher leaders.

## 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 called '*Walking on Sunshine*'. The troupe also performed at the St George Dance Eisteddfod, the Granville Schools' '*Our Spectacular*' at the Sydney Opera House and were invited to open the Primary Deputy Principals' annual state conference at ANZ Stadium in September. 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 two students was selected to represent first place in a local competition involving six schools.

