

# 2020 Annual Report

## Lidcombe Public School



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# Introduction

The Annual Report for 2020 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

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### Principal's Report

It is with great pleasure that I present the 2020 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 and again in 2020, highlights a vision where the school will focus on the teaching and learning of these skills in conjunction with social, future focused key competencies such as co-operation, collaboration and communication.

As principal of this school, I am very proud that our school continues to have a great reputation within and beyond our community at Lidcombe. We enjoy this reputation because our whole school recognises what is key to our great school performance and overall enjoyment of the education experience. These key indicators include:

- \*Students are our primary focus
- \*We promote a culture of striving for your personal best
- \*Our staff are caring, motivated, professional and hard working
- \*We recognise there are many reasons to come to school and as such, we offer many extra-curricular opportunities for students
- \*Parents are partners in the schooling process and they contribute significantly to our school
- \*We are continually working to build connections with our local community
- \*We value and are proud of our school and local environment
- \*We celebrate the achievements of our students
- \*We teach values and promote resilience.

This report highlights our achievements over the past year and targets specific areas for further development. I certify that the information in this report is the result of a rigorous school self evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

### Message from the school community

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Presentation Day speech 2020, delivered by Mrs Julie Rush P&C Vice President.

In what can only be described as a year like no other, parent communities, like everyone, have been greatly affected by COVID in 2020. Sadly we were only able to hold two P & C meetings at the start of the year, one of which was the AGM. Ms Sonia Lopes was elected as our President once again and I did tell you I wasn't that easy to get rid of 2 years ago when I stepped down and so found myself back on the committee this year as one of the VPs along with Mr Bill Soliola. We also welcomed Mrs Katie Trenh as our new treasurer and then shortly after farewelled her as she returned to full time work. Mrs Mel Rennie continued in her role as Secretary.

To our Principal, Mr Lewis, the school executive and dedicated staff of our school: on behalf of the P&C and parents in general - a humble 'thank you' barely seems enough to acknowledge your tremendous support and care of our children and their wellbeing during this difficult year. The work that has gone on in the classrooms and behind the scenes to keep things as normal as possible for the students has been outstanding.

To those fabulous parents who volunteered to keep school banking and our uniform shop running this year, you are amazing and need to be applauded for your efforts - these things cannot continue without continued support from our parent base and you ladies regularly stepped up week after week to keep things running smoothly. Unfortunately, we weren't able to offer the very popular breakfast club this year but hopefully it will be back some time next year.

COVID also saw the demise of some of our major events and fundraisers this year, including Community Celebration Day and Family Fun Night, however, we did still hold our Mother's Day stall, all be it a few months late and also our Father's Day stall, both stalls raising around \$2000 combined. We had hope to hold a raffle to see out the year but time just got away from us. Hopefully, we will be able to organise this as a welcome to 2021! As our accounts were reasonably healthy at the end of 2019 we were still able to subsidise the STEM program across the school, provide library bags to kindy and also cupcakes and signature bears for the leaving Year 6 cohort.

Even with limited ability to fundraise at present our accounts are still doing well with the general account having a balance of approximately \$27,000 and our Uniform Shop around \$17000. There are no outstanding accounts on the uniform shop account.

I'm certainly looking forward to farewelling 2020 as I am sure you all are too and I sincerely hope that 2021 dawns a much safer and more social year for all. As a community we have missed being able to be part of the daily life of the school and we look forward to coming back onsite, fingers crossed, and reconnecting with one and all.

Thankyou

### Message from the students

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As we all embark on a new adventure next year we want you to remember the importance of being yourself and not losing sight of who you are. You will always be a Lidcombe Public School student and use the skills you have learned here. As you begin your next adventure remember every end has a new beginning.

Thank you for giving us the opportunity to lead this school. It has been a difficult year but one where we feel LPS has grown as a community. We are excited to see what high school has to offer us, because we know that Lidcombe Public School has set us up perfectly for the next steps of our lives.

As we finish up our final task as your 2020 School Captain, always remember to take pride in how far you have come and have faith in how far you will go!

Lily Ivanac and Andrew Tran 2020 School Captains.

## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 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

## 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 a 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>NAPLAN was deferred until 2021 due to implications caused by COVID-19 restrictions.</p> <p>MBB4N for teaching staff was deferred until 2021 due to implications caused by COVID-19 restrictions.</p> <p>L3 training for K-2 teachers and class observations continued in 2020.</p> <p>Executive team looked into the research and evidence behind the DEC document "What Works Best". From this, the executive team reflected on current practices with the stages, identified areas for improvement and future implementation.</p>	

#### 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)
<p>All teachers include class, group and individual LISC in their programs and work with students to ensure they can articulate and understand their LISC. This is an expectation in all programs and evidenced in teaching and learning programs, visuals in classrooms for student reference, student work samples, teaching and learning observations and during online learning.</p> <p>Students are explicitly taught the skills required to provide positive, effective feedback to their peers. LISC, rubrics and teacher student conferences reinforce how to act on feedback. This is embedded in all teaching and learning programs.</p> <p>The impact on learning has seen students being able to articulate their LISC and understand what they are expected to do and how they will achieve the success criteria. Teachers roles have been to explicitly teach the skills</p>	<p>P&amp;C funds \$ 9975</p>

## Progress towards achieving improvement measures

required to provide positive, effective feedback to their peers. LISC, rubrics and teacher student conferences reinforce how to act on feedback. This is embedded in all teaching and learning programs.

Peer coaching continued for Terms 1-3 in 2020. The teachers involved utilised online learning and web based programs to create engaging resources for teachers and students to use. These projects were showcased to all staff at staff meetings for discussion and celebration. Parents and families were given access to these resources and projects via a QR code and through their online learning platforms.

Due to COVID 19, our partnership with Craig Kemp, was moved to an online basis. The creation of Techsperts took place and continued to be implemented across all of 2020. This program was lead by teachers and upskilled selected students with troubleshooting skills, to provide technology support for their classrooms and peers. All other projects were placed on hold until 2021.

Sammatt Education- STEM workshops continued for all of 2020, even going to an online platform for Stage 1 during the lockdown / online learning period. The P&C continued to fund \$15 per student for all of 2020 and, in Semester 2, parents and families were able to use their NSW Government Creative Kids voucher to cover the cost of STEM for their students. This voucher covered the costs of the program and also supplied every student with a STEM product to use at home. Students were engaged in using technologies such as Drones, Spheros, Beebots, Ozobots and Virtual Reality (VR).

Students have engaged in real world, collaborative problem solving through Project Based Learning, implemented across all stages. Teachers provide opportunities for students to inquire about areas of interest which are meaningful and relevant. As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity and communication skills.

As part of their learning about 'forces and motion', Stage 2 developed 'Crazy Contraptions' in science. Working in small groups, they created a design brief, conducted investigations into the content, brainstormed different solutions and created various prototypes to test and evaluate. In order to create high quality prototypes, students needed to use high order thinking skills and solve problems as a team.

Stage 3 embarked on creating an 'Electric Feels' Arcade, using recycled materials to build arcade game stalls in small groups. The process involved pitching ideas, conducting market research on students, developing marketing strategies, and constructing large scale arcade games. This year, they were challenged to use their knowledge of electricity as a component of their product and included digital marketing through digital posters and video advertisements. The effectiveness of this project was evident in the success of student stalls which raised funds for the Year 6 farewell, and the positive feedback from students and teachers. Students were able to apply their learning throughout the project and developed their skills in working collaboratively, creatively and critically.

In 2020, all teachers received explicit feedback about their teaching and learning programs by submitting their Term 3 class/ team program to their respective assistant principal for written feedback. In addition, the school leadership team, consisting of the Stage Assistant Principals and the Beginning Teacher Mentor (BTM) planned and conducted observations of teachers within their teams. These observations were one on one observations by the leadership team, conducted in classroom settings. We completed 18 teacher observations, many of which were used to support the teacher accreditation process. In our L3 training, 30 class visits were completed in 2020 for our training teachers and those in their ongoing professional learning year (OPL). These observations were one on one in class lesson observations on all aspects of the L3 program in Kindergarten



## Progress towards achieving improvement measures

and Stage 1.

Due to COVID 19, Kindergarten students were forced to learn from home after only 7 weeks of formal schooling. Online learning presented a challenge for all teachers and students but especially for those who were still adjusting to school life. The Kindergarten team responded to online learning by using the SeeSaw platform. This was new learning for the teachers and required them to engage independently in professional learning on how the platform worked. By Term 2, the Kindergarten teachers were creating their own content, linked to all the Key Learning Areas. They created their own content specifically for the students. Each teacher created lessons that cover all aspects of the Kindergarten program, including guided reading, hands-on science experiments and mathematics tasks using household items. These lessons were shared with all Kindergarten students at the same time so a consistent approach was implemented. This supported all students to have equitable access to the learning on offer.

### 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>Teachers reflect on formative assessments, conducted at least once every five weeks, and collate data from these assessments to forms on the teaching and learning programs. Teachers use ongoing data to develop syllabus-based LISC in their classrooms to further differentiate learning so that all students achieve success. Teachers also extended the use of LISC across all Key Learning Areas to ensure consistent, high expectations.</p> <p>115 students were referred to the Learning Support Team (LST) and received effective interventions to meet a wide variance of needs. Students were referred individually or in small groups and were supported through literacy, numeracy, speech pathology or social skills interventions provided by the learning and support teachers (LaSTs) and some externally appointed support to the school, such as Learning Links. Four students were living in out of home care and three students identified as being Aboriginal or Torres Strait Islanders.</p> <p>Referrals are presented at the L&amp;ST meetings by classroom teachers with support from their AP. Referrals are followed up by the school counsellor and DP Supporting students who work with the student, family, classroom teacher and L&amp;ST to select appropriate support. L&amp;ST teachers provide feedback through team meeting of progress of students.</p> <p>The support class annual Review Meetings are scheduled twice yearly in collaboration with the parents, Principal, School Counsellor, Learning and Wellbeing Officer, Assistant Principal and the class teacher. As a part of accepting a special education class placement for a student, parents are required to participate in at least one review meeting each year. Meetings are timetabled at 20 minute intervals with the option of a translator to be provided by the school in the family home language. During such meetings, parents of the child and school personnel can discuss IEP goals, new information and student progress or concerns. It also provides the opportunity to set new goals in consultation with the parents for the following school year, in which the IEP can be revised accordingly.</p>	<p>Time - professional learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Integration funding support (\$163254.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$155763.00)</li> </ul>

### Next Steps

Using the School Excellence Framework and SEF Committees, the following has been identified as "where to next" / future directions for each of the School Excellence Framework domains:



## **Learning Culture:**

### **High Expectations-**

- To maintain the excelling learning culture in our school it is important we continue a strong focus in professional learning for our school targets, especially the core areas of Literacy, numeracy and technology in classroom practice and student engagement Innovative Learning Environments (ILE) that include learning intentions and success criteria (LISC).
- The introduction of 3 way conferencing between teacher, student and parent will promote the development of educational aspiration and ongoing performance improvement throughout the school community.

### **Transitions and continuity of learning-**

- To sustain the excelling learning culture in our school it is important that the school continues the valuable pre school to school and Year 6 to high school transition programs for students and their parents. It is essential that the school maintains engagement through its strong collaborations between parents, students and the community in order to inform and assist continuity of learning for all students at transition points, including supporting a smooth transition for students between each stage at the start of each school year. This may involve cross stage collaborative reflection and planning.

### **Attendance-**

- For our school to move from sustaining and growing to excelling in the attendance area of our learning culture, teachers could explore more creative and engaging strategies such as regular 'check in's/ reward systems or workshops to promote success in increased attendance rates with students , their parents and the community working together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

## **Wellbeing**

### **Caring for students-**

- Call parents to check up on students once a term to have a friendly conversation, as having a 3-way conference once a year is not sufficient.
- Keep records of call logs.

### **A planned approach to wellbeing-**

- Some PBL lessons need to be revised and updated to reflect our current practices. Then continue to teach according to the PBL lessons.
- Refer to the Expectations Matrix.

### **Individual learning needs-**

- Classroom teachers to continue to develop individual learning plans and actively implement suggested strategies. Teachers to review and inform parents and make changes when necessary.
- Individual student goals and 3-way conferences to meet individual learning needs.
- Prioritise small group learning and differentiate lessons in programs to facilitate for personal learning pathways.

### **Behaviour-**

- Continue to reward students for positive behaviour.
- Reward students who achieve a double platinum with a medal and/or special principal's award for greater recognition.

## **Curriculum:**

### **Curriculum provision -**

- Maintain established alliances and source new partnerships to improve teaching and learning programs across K-6.
- Possible collaboration with Bexley Public School to set up a data and analysis system where students' results can be monitored longitudinally.
- Improve whole school data collation and analysis system so data can be monitored and transferred easily across the school.

### **Teaching and learning programs-**

- Longitudinal assessment data is tracked in mark book in Sentral to enable student data to be passed on each year.
- Building in a reflection time in Stage planning days to allow teachers to improve teaching practices.

### **Differentiation-**

- To move to excelling, teachers should involve students and parents in programming and planning to support learning, and share expected outcomes.

- Evidence to prove that all adjustments made in the classroom leads to improved learning and student outcomes.

## **Assessment:**

### Formative Assessment-

- LISC implementation in all Key Learning Areas with a focus on mathematics outcomes to align with school wide Maths Building Blocks professional learning.
- Enable teachers to utilise formative assessments expertly across the school with ongoing professional learning provided to all teachers at different levels of experience (especially Early Career Teachers).

### Summative Assessment-

- Develop a range of whole school K-6 assessment approaches that are consistent and reliable.
- Analyse summative data to determine contextual reasoning for trends such as student language backgrounds and wellbeing.
- Develop comprehensive assessments for a wider scope of Key Learning Areas.

### Student engagement-

- Visible learning for all Key Learning Areas
- Parent workshops about LISC and visible learning
- LISC incorporated into homework across the whole school

### Whole School monitoring of learning-

- Scheduled school-wide CTJ sessions within stage meetings
- Focus on a range of teaching strategies to achieve measurable improvement
- Use a central location to store systematic and reliable assessment information to evaluate student learning over time. E.g markbook on Sentral

## **Reporting:**

### Whole School Reporting:

- L3-PLAN 2 consistent data collection and sharing
- Making changes to members of SEF committees for new school plan cycle, to promote staff investment and participation in all areas of school excellence.
- A centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data.
- The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan (Excelling goals)

### Student Reports:

- Student- LISC goal setting to prepare for 3 way conferences
- Consistent Teacher Judgement (CTJ) as a routine practice within all teams using Plan 2 data as a benchmark.
- Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

### Parent Engagement:

- Increasing engagement through social media
- Parent reflection on new report procedure
- Whole school community accessing Sentral

## **Student Performance Measures:**

### Value - add

- Maintain and train the explicit teaching knowledge for new and current staff
- Ensure stage data is easily accessible and passed on during stage transitions
- Reflect and modify programs to ensure best practice teaching is happening at all times.

### NAPLAN-

- Implement effective Literacy and numeracy pedagogies to improve student learning
- Assessments for numeracy and Literacy against state standards every term
- Continue to use past NAPLAN data to guide future teaching areas in reading and writing

### Student Growth-

- Raise student awareness as to what expected growth looks like in Literacy and numeracy.
- Ensure professional learning is maintained so that new teachers and continuing teachers develop and consolidate their skills and understand how to best teach Literacy and numeracy and collect and analyse data in order to provide the consistent support required for student progress.

#### Internal and External measures against syllabus

- Pre and post test data derived from Literacy (Writing) and numeracy (Whole number) assessments are collated across K-6 in an excel spread sheet that can be accessed by executive staff members.
- All writing assessments administered have a success criteria whereby the students and teacher tick each component off the criteria. The success criteria matches the Literacy Progression and the English Syllabus relevant to the stage and grade.
- Mathematics assessments are matched to the Numeracy Learning progressions and the Mathematics Syllabus as per stage and grade.

## 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)
Due to COVID face to face professional learning was suspended until 2021. NSW DEC made online PL for teachers more accessible.	

#### 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)
Due to Covid 19, Kindergarten students were forced to learn from home after only 7 weeks of formal schooling. Online learning presented a challenge for all teachers and students but especially for those who were still adjusting to school life. The Kindergarten team responded to online learning by using the SeeSaw platform. This was new learning for the teachers and required them to engage independently in professional learning on how the platform worked. By Term 2, the Kindergarten teachers were creating their own content, linked to all the Key Learning Areas. They created their own content specifically for the students. Each teacher created lessons targeting at all aspects of the Kindergarten program, including guided reading, hands-on science experiments and mathematics tasks using household items. These lessons were shared with all Kindergarten students at the same time so a consistent approach was implemented. This supported all students and families and provide equitable access to the learning on offer.	

### Next Steps

Using the School Excellence Framework and SEF Committees, the following has been identified as "where to next" / future directions for each of the School Excellence Framework domains:

#### Effective Classroom Practice:

Lesson Planning-

- Further emphasis on stage based Project Based Learning once a year.
- Link ProBL to real life problems and relevant, meaningful experiences in local communities.
- Ensure ProBL incorporates other KLAs.

#### Explicit Teaching-

- Number Talks that encourage mathematical thinking via additive strategies.
- Continue to display visual learning goals set by individual students and include reflection time addressing the specific LISC after every lesson.
- Ensure all programs are differentiated and incorporate technology across all KLAs to use in the classroom to engage students.
- Develop exit tickets as reflection and incorporate technology across all KLAs.

#### Feedback-

- Continue having individualised goals for each student.
- Effective feedback to be a consistent whole school approach and linked to the learning progressions.
- Feedback to be explicit and given promptly.
- Align feedback to three way conferences to increase student ownership of learning, encourage self reflection and guide future directions in learning and planning.

#### Classroom Management-

- School wide approach to individualised goal setting.
- Align goals to three way conferences.
- Encourage consistent student self reflection.

### **Data Skills**

#### Data Literacy-

- Continue use of LISC and linking to current NAPLAN / PLAN2 data

#### Data analysis -

- Continue systematic collection of student assessment and data.
- Training teachers in the effective use of PLAN 2 / Progressions

#### Data use in teaching-

- Consistent Teacher Judgement (CTJ) - assessments, data etc.
- Training for PLAN2/Progressions

#### Data use in planning-

- More community involvement (COVID19)
- Up to date with current teaching practices/initiatives.

### **Professional Standards:**

#### Improvement of practice -

- Implementation of beginning teacher walk through to observe practice.
- Networking meetings with our ETC's.
- Continuous improvement of practice-evidence based-for accredited teachers.

#### Accreditation-

- Encourage higher levels of accreditation.
- Whole school tracking of accreditation so that professional learning is equally shared among the whole staff.
- Aligning the standards to all stage and staff meetings.

#### Literacy and numeracy focus-

- Whole school Literacy focus with a systematic approach to data collection
- Whole school numeracy focus with a systematic approach to data collection
- Looking at PLAN 2 or centralised database to track student progress from K-6

### **Learning and Development:**

Collaborative practice and feedback-

- Staff to consolidate LISC learning and continue to gain feedback for effective practice from colleagues.
- Teachers collaborating in whole school professional learning for additive strategies to seek knowledge and develop their mathematical practice.

Coaching and mentoring-

- Continuation of ECT mentoring observations and providing explicit and timely feedback to teachers.

Professional Learning, Expertise and innovation-

- Continue collaborating with other schools to implement best teaching practices.
- Ongoing whole school professional learning for all staff.

## 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)
Bring Your Own Device (BYOD) was encouraged on Stage 3 in 2020 to aid student learning and their access to educational resources. In a class of 30, on average 16 students were able to bring in a device regularly. Each classroom also had approximately 6 school-owned devices available. There were many reasons that students were unable to bring in a device. Some did not have access to one, some had to share with siblings and some were not given permission to bring them to school. This created a shortfall in devices in the classroom and has resulted in the school purchasing 40 to allow students to have technology at their fingertips and improve student outcomes.	Equity Funding for laptops roughly \$25,000

##### 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)
Attendance for 2020 was 0.6% lower than 2019 at 94.3%. This was still 6.2% higher than the DoE state average and 5.4% higher than the network average. Due to the COVID situation our aim to have 90% of students attend 90% or higher, was affected and decreased by 1.9% to 84.3%. However this was still exceptionally higher than the DoE and Network averages of 59.1% and 57.2% respectfully.  Little Free Libraries Program  In Terms 3 and 4 2020, students from two of our special education classes, K/6S and 3/6R learnt about the importance of sustainability and the environment during weekly lessons in the Research Hub. Using recyclable materials donated by The Men's Shed, students researched, designed, built, decorated, installed and promoted 5 'Little Free Libraries' to be placed in various locations around our school. This 10 week project based program	Equity Funding - SeeSaw yearly fee \$7800.  Little Libraries donation \$500.



## Progress towards achieving improvement measures

was designed to engage students in learning about sustainability and the need to reuse and recycle, along with instilling a love of shared reading amongst the wider school community.

Implications of COVID crisis on whole school community engagement and attendance.

COVID had a huge impact on our school community. A positive impact it did have was the introduction of online learning through SeeSaw and Google Classroom. These two platforms have allowed teachers and students to communicate and keep connected with classmates. These platforms provided an opportunity to allow families to stay connected and feel a part of our school community. Both of these platforms will continue to be used in 2021.

## Next Steps

**Using the School Excellence Framework and SEF Committees, the following has been identified as "where to next" / future directions for each of the School Excellence Framework domains:**

### **Educational Leadership:**

#### Instructional leadership-

- Continued consolidation of LISC in all programming across the school.
- Focused professional development for whole school community for areas identified by the strategic directions.
- Continued focus on whole school staff involvement in SEF and major program committees to ensure school programs align to strategic directions.

#### High Expectations culture -

- Maintain the collegiality between the school leadership team and other executive staff to ensure our professional learning community focuses on continuous improvement of teaching and learning
- Continue to engage in professional learning, educating the entire school staff on the principles of sustaining a professional learning community through the development and improvement of teaching and learning.

#### Performance Management and development

- Staff to engage with the Australian Professional Standards for Teachers when writing PDP goals and align the appropriate standards to their goals
- Continuation of Early Career Teacher negotiated goals with their Team Leader to support their teaching practice.

#### Community engagement-

- Staff to continue to reflect on feedback and input from the community through survey opportunities to maintain and strengthen positive connections and relationships and inform strategic directions of the new School Plan
- School leadership to develop and implement three way conferencing for 2021, inclusive of student individualised learning goals.

### **School Planning Implementing and reporting:**

#### Continuous Improvement:

- In order to maintain excellence, continual SEF committee meetings reflecting on the School Excellence Framework need to be consistent
- Opportunities for professional learning internally through collegial discussions and feedback, as well as external professional learning experiences
- Utilise teacher skill and knowledge in their field of expertise

#### School Plan:

- Continue collegial discussions based on observations to continually improve teaching practices.
- Find new strategies to improve student reading and comprehension skills

- Complete the MBB4N course to gain in depth knowledge of the Numeracy Learning Progression to support student numeracy development.

#### Annual Report:

- Continually use data that measures the progress of student learning.
- Continual engagement in project based learning and to implement student centred pedagogy

#### School Resources:

##### Staff Deployment -

- Funding for an Instructional Leader
- Funding for a full time technology officer
- Funding for Extra Curricular Programs at school e.g. Multilit, Smiling Minds, Speech Pathologists, Learning Links, ECT Mentoring

##### Facilities -

- Utilise break out spaces for learning in new building, all students have access to the spaces.
- Restart playground activities once COVID restrictions ease to utilise the new playground spaces available post-construction

##### Technology-

- Create a Tech Hub where technology is readily available for students and teachers to use and conduct lessons.
- Roles of FFL committee to support student learning outcomes, such as Techxperts and Technology website
- Continue to upskill staff through mini workshops in a team meeting context

##### Community use of facilities-

- Resume same format pre- COVID

##### Financial management-

- Evaluate how funds are spent and make sure they are appropriate, for example, any TPLs should be discussed amongst staff to ensure staff are involved in the process of selecting school wide programs.

#### Management Practices and Processes:

##### Administrative systems and process-

- Evaluate the effectiveness of the school based survey which will replace the Tell Them From Me survey in 2020

##### Service delivery -

- Consolidate LISC in 2021.
- Consider data sharing between classes and stages across the school.
- Peer coaching consult.

##### Community satisfaction -

- Consider using a platform such as Zoom in the future to conduct Parent-Teacher interviews as parents provided positive feedback about this form of delivery. This can also be applied to other meetings with parents.
- Consider filters for social media platforms/livestreams regarding those students who do not have media permission
- Monitor parent use of Sentral portal once it has been launched.

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 (\$2 534.00)</li> </ul>	<p>Student attendance was 89% and overall school attendance 94%. There was no NAPLAN testing in 2020. All Aboriginal students established personalised learning pathways (PLP) goals and two out of the three parents participated in meetings to set up and then review their children's PLPs.</p> <p>School data shows that ATSI students and Aboriginal culture are valued and that they feel valued and have a strong sense of belonging in the school. Two of the three Aboriginal students achieved at 'Sound' and one of the students was supported through Learning and Support programs in Literacy and numeracy.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$678 181.00)</li> </ul>	<p>Lidcombe Public School organised and administered a professional learning training network that trained teachers from Lidcombe and 42 other schools across Sydney in strategies for teaching and monitoring the development of reading, writing, comprehension and interaction skills in K-2 students. Some teachers were in their first year and others their second year (OPL- Ongoing Professional Learning). As a Lead Trainer (4 days per week), Ms Sage trained a total of 16 trainers - six Kindergarten trainers and four Stage One Trainers who trained and supported 183 teachers in 2020. The network also included an additional 6 trainers that trained teachers in their own local networks. Based at Lidcombe PS, Mrs Aitken (2 days per week) trained 24 Kindergarten teachers in two groups (First year and OPL) whilst Ms Sage trained 42 Stage One teachers in three groups. Between them, they completed over 240 coaching visits throughout the year across our schools.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$268 850.00)</li> </ul>	<p>195 students were supported with learning adjustments. Of these, 121 students' needs were met by classroom teachers through differentiated quality teaching. 39 students were identified with supplementary needs, 32 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>Appointment of full-time executive position Deputy Principal - Supporting Students to manage the Learning Support Team and lead LaST and EAL/D teams resulted in appointment of additional counselling (in response to student self disclosures) for eight students through the Learning Links Take Action program, ongoing monitoring with DPSS. Support for students in response to inappropriate social media content for all Stage 3. Initiation of whole school wellbeing program, Smiling Mind, training 2020 for implementation 2021. Monitoring of student,</p>

<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$268 850.00)</li> </ul>	staff and community wellbeing during COVID 19. Concerns reported to DCJ. Continual adjustments to timetables to ensure support provided at point of need to students through L&ST and SLSO meetings and feedback. Evaluation of L&ST data and implementation of additional Literacy intervention - MiniLit, 20 students identified and explicitly taught during Term 4 2020. Student growth in targeted areas present in initial data. Program ongoing and extended in 2021
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$155 763.00)</li> </ul>	Work and impact of executive as a result of additional time.
<b>Socio-economic background</b>	Technology Officer position \$ 105,000  Deputy Principal Supporting Students \$ 101,000  Additional SLSO funding \$ 62,500	195 students were supported with learning adjustments. Of these, 121 students' needs were met by classroom teachers through differentiated quality teaching. 39 students were identified with supplementary needs, 32 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.  Appointment of fulltime executive position Deputy Principal -Supporting Students to manage the Learning Support Team and lead LaST and EAL/D teams.  99% of students were "green" throughout 2020  Additional SLSO time for students requiring full-time support, who were partially supported by IFS.  Impact on student learning and teacher PL as a result of the Technology officer position.
<b>Support for beginning teachers</b>		Early career teachers supported by 0.6 ECT Mentor position providing both 1:1 and small group 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. All Assistant Principals provided mentoring to team members undertaking accreditation and/or setting their professional development goals using the Performance and Development Framework.
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$4 087.00)</li> </ul>	Eight students were identified as being "refugee" in 2020 and received additional English as an Additional Language/Dialect (EAL/D) support and adjustments made to classroom programs. Of these students: five were in the emerging phase, two were in the beginning phase and one in the developing phase of the EAL/D Learning Progression. 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 (seven

<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$4 087.00)</li> </ul>	families).
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## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	393	415	428	425
Girls	369	392	385	395

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.4	94.4	95.2	93.1
1	95.1	95.4	95.8	91.8
2	95	95.2	96.4	93
3	97	95.2	97.1	92.1
4	95.7	95.9	96.2	94.2
5	95.2	95.3	96.5	95.8
6	94.1	94.3	95.6	95.5
All Years	95.4	95.1	96.1	93.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	32.4
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.4
Teacher ESL	5.6
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,384,271
<b>Revenue</b>	8,805,324
Appropriation	8,613,610
Sale of Goods and Services	17,810
Grants and contributions	163,979
Investment income	5,176
Other revenue	4,750
<b>Expenses</b>	-9,169,835
Employee related	-8,545,581
Operating expenses	-624,254
<b>Surplus / deficit for the year</b>	-364,511
<b>Closing Balance</b>	1,019,760

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.

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	167,156
<b>Equity Total</b>	1,213,415
Equity - Aboriginal	2,534
Equity - Socio-economic	263,850
Equity - Language	678,181
Equity - Disability	268,850
<b>Base Total</b>	5,992,019
Base - Per Capita	200,287
Base - Location	0
Base - Other	5,791,731
<b>Other Total</b>	1,040,918
<b>Grand Total</b>	8,413,508

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Due to COVID we did not participate in the Tell Them For Me Survey this year. Student and Teacher satisfaction was measured through surveys conducted at a school level. From these surveys, well being was a theme that scored highly for both students and teachers. As a result the Smiling Minds program will be used to upskill staff and students from 2021. This and has the potential to change lives, build resilience and enhance learning for our whole school community.

Online learning was a big transition for our school community this year, with COVID / Home learning taking place for some of the year. Our school community responded positively and were supportive of the online learning platforms; with over 90% of K-6 students actively participating in online learning / learning from home during this period of time. Families felt connected to our community still, with check-ins with teachers and executive members, either online or over the phone. In a parent survey conducted in Term 4, more than 90% of those surveyed felt they were well informed and supported during the learning from home period this year. When asked to describe the school in 5 words or less, parents used the phrases such as safe, friendly, responsible, trustworthy, excellent, multicultural, care, passion and a great learning environment.

# Policy requirements

## Aboriginal Education Policy

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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.

## Anti-Racism Policy

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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.

## Multicultural Education Policy

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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.

## Other School Programs (optional)

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Multicultural Public Speaking Competition 2020.

Although many extra curricular activities were cancelled due to Covid-19, we were lucky enough to hold the Multicultural Public Speaking Competition. Students in years 1 to 6 participated in class competitions where students were required to write and communicate a short speech on a range of topics related to multiculturalism. From here, two students were elected to compete in the Stage Finals. Due to restrictions, these were done via Zoom.

The competition resulted in two winners from each stage. In stage 2 and 3 these winners represented our school at the District Finals. This year our winners were:

Stage 1 Tegan Chow- 1W Berke Celik- 2M

Stage 2 Kate Le - 3T Penny Lancaster - 4C

Stage 3 Tora Bird - 6F Stephani Chow - 5/6A