

2022 Annual Report

Lewisham Public School



Dream it. Work to achieve it.

4369

Introduction

The Annual Report for 2022 is provided to the community of Lewisham Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

Lewisham Public School

The Boulevarde

LEWISHAM, 2049

<https://lewisham-p.schools.nsw.gov.au>

lewisham-p.school@det.nsw.edu.au

9569 4536

Message from the principal

2022 is best summed up as the beginning of a period of renewal in the aftermath of the COVID pandemic.

- Significant physical and environmental changes occurred on the school site. This culminated in a return to the site of increased numbers of families and visitors for celebrations of our newly installed roofs, upgraded grounds, playground spaces, gardens and our beautiful multi-purpose playing field. These improvements reflected a combination of government resourcing, the hard work of our own school fund-raising initiatives and the outstanding fund-raising achievements of the school's P&C. For a smaller school, this was an amazing year of achievement!
- Though the first half of the year was still fraught with some operational challenges due to policy mandates, and local community health management issues, 2022 also brought renewed opportunities. We continued to remain open and responsive as a school, seeking out creative solutions to problems and making required adjustments to practices and operations in the delivery and continuity of learning programs and reimagined events. The school remained compliant with health and government guidelines and risk-management protocols. Student, staff and community wellbeing were embedded at the core of our day to day operations.

The first phase of our **Strategic Improvement Plan 2021-2024** underwent some minor structural adjustments. We restructured and simplified the organisation, resourcing and timing of some of our planned initiatives. **Aspire** (*Personalised Learning*) **Connect** (*Critical and Creative Thinking; Collaborative Professional Practices*) and **Shine** (*High Potential and Gifted Education*) became our key messages.

- Increased levels of anxiety, wellbeing issues and changes of family circumstances for some within the school community and beyond in 2022, continued to be a focus in our interactions with others. Our calm, creative and collaborative school culture helped to facilitate a successful year of high achievement and growth in learning. Celebration of our inclusive school community continued to be a feature of this success.
- In the areas of **learning, teaching and leading**, our innovative, strategic and collaborative efforts continued to show deepening impact for ongoing improvement and educational excellence, culminating in recognition of the school's **Leadership Team** at the **2022 Network Awards**. There was continued evidence in 2022 that direction, alignment and commitment to the school's three strategic directions for improvement, were strengthened even further this year, through strong collaborative professional learning and leadership practices within the context of the school, supported by operational resourcing, which impacted directly on improved learning outcomes for students.

Special thanks to our outstanding P&C who worked effortlessly in 2022 to further build school community partnerships and achieved extraordinary accomplishments through its fund-raising initiatives and team approach to including so many families in a range of community building events and projects. My continued deep gratitude towards and recognition of, all members of our dedicated and talented school community - students, teachers, administrative and support staff, parents/carers, volunteers and the school's Leadership Team - for your outstanding belief in, and commitment to the school; your spirit of optimism, creativity and community identity as we continued our learning journey together.. 'Dream it. Work to achieve it.'

Liz Davis PRINCIPAL

Message from the school community

In 2022, the P&C was able to fill all executive positions for the first time since the pandemic began. With this support, we were able to run several very successful fundraisers and school activities. This included the Federal Election mini-fete, a school Fun Run, Easter and Christmas fund-raisers, inclusive Mothers' and Fathers' Day events, and several special treats 'Zooper Dooper Days' at some lunch-times, for cool relief on hot days! The P&C also provided volunteer representation for two staff recruitment panels. The school playground upgrade which was such a visible and welcome achievement for the school community in 2022, was partially funded with support from the P&C. In addition, the P&C supported the resourcing of additional laptop computers for use across the school and in the library; the school's inclusivity fund to further support families experiencing financial difficulties or hardship and the Year 6 Big Day Out program of activities.

Thanks to the P&C executive and all others who supported the P&C in 2022 through active involvement, contributions of time and funds and overall encouragement. Thanks also to the school's teaching, administration and support staff; Leadership Team and Principal Ms Liz Davis, for the ongoing care and guidance of our children and the support of their learning and wellbeing in 2022.

Briony Doyle

PRESIDENT

Lewisham Public School P&C

Message from the students

In 2022, Lewisham Public School made itself great again after the pandemic! We enjoyed a brand new sports field, with synthetic grass for playing and other fun activities. We also enjoyed the first run of the online canteen which the students really enjoyed. There was a lot of choice which the students loved and families supported it one day a week. The P&C's 'Zooper Dooper Days' returned and the students loved that too!

We had the largest group of student representatives for each of the District Carnivals in 2022 in swimming, athletics and cross-country with some students excelling at high levels of achievement at zone events, and others also gaining representation in teams, such as soccer. Congratulations.

2022 was the first year for camp since 2019 due to the pandemic, so our cohort was very happy to be the ones who welcomed it back bigger and better than ever! Thanks to all staff, Assistant Principals and our Principal Ms Davis, for making sure this happened for us and was a huge success! The students were aware of and grateful for all the work that happened. I am proud on behalf of Josie and myself to say that Lewisham is a great school!

David Nigel

on behalf of David Nigel and Josie Dicker, School Captains 2022

School vision

'Dream it. Work to achieve it' is an affirmation that inspires our school culture. It is about aspiration, imagination and possibility - and working together to make it happen.

This is about a shared commitment to excellence in learning teaching and leading as we aspire to achieve high expectations, targeted goals and continual improvement to ensure our learners meet their full potential. Evidence-informed practices will be guided by quality educational research and literature, supported by effective community partnerships as we value diversity, opportunity and innovation for improvement.

We aim to provide a forward-thinking, creative and collaborative learning and teaching culture that is student-centred, inclusive and responsive to the diverse learning needs and talents of our future-focused learners, placing wellbeing, respect, responsibility, resilience and a growth mindset in learning, at our core, with strong foundations in literacy and numeracy. Connections in learning across the curriculum will build, enrich and deepen understandings, skills and capacities required of our future-focused life-long learners, in a complex, ever-changing world.

School context

Lewisham Public School is a growing inner-west K-6 school catering for the diverse needs, talents & aspirations of its students (243 in 2022) in 10 stage-based home classes, within a creative and collaborative learning and teaching culture. It is supported by a dedicated and talented staff and a highly engaged community. Enrolments were a little erratic in 2022, with some families moving out of Sydney, in the aftermath of the pandemic. Our equity groups have fluctuated in recent years and in 2022 comprised **4.5%** who identify as Aboriginal; **39.5%** who have English as an Additional Language or Dialect (EALD) **24.6%** who have Low Level Adjustment for Disability; and **8%** Low Level Socioeconomic Background.

Our high quality & inclusive learning culture continues to grow a more personalised approach with strong commitment to student centred, evidence-informed differentiated learning and teaching practices for attainment and growth.

Background

Highly successful initiatives in learning, teaching and leading have enriched & expanded its educational directions over recent years as acknowledged through **External Validation in 2017**. This showed evidence that the school was excelling in the domains of learning, teaching and leading, shown across thirteen of the fourteen elements in the School Excellence Framework. **The School Plan 2018 - 2020** began to build on its successful practices, systems and protocols as the school grew and continued to enrich its collaborative learning and teaching culture. Evaluation of the plan showed strong evidence of ongoing consolidation, improvement and achievement with highlights in: *improved student data analysis; systems to inform differentiated learning and teaching practices; the successful trial of learning plans in literacy and numeracy and use of adjusted learning plans for students with special, complex or additional needs; improved alignment in instructional protocols especially in reading; and ongoing development of high impact collaborative professional practices.*

With above expected growth in reading in 2019 as measured by NAPLAN results and school-based evidence, the school was recognised and approached by the system to describe its high impact practices, with a view to sharing and scaling up for others. Practices impacting reading growth in our own context, would be scaled up for our **Strategic Improvement Plan 2021-24** with an explicit focus on reading and numeracy as revealed in our **Situational Analysis** conducted in Term 4 of 2020.

The **Strategic Improvement Plan 2021-24** built upon the successes and learnings of 2018-20. While COVID in 2020 - 2021 disrupted some of our ongoing initiatives in learning and teaching it allowed us to show our capacities to adapt our collaborative professional practices in new and virtual forms to support the needs of our learners.

Situational Analysis - adjustments made in Term 4 2022

The original situational analysis was conducted Term 4 2020 and showed three directions for improvement, for which we assigned key words. In the aftermath of the COVID pandemic, in 2022 the school made some slight structural adjustments only to its original plan in consultation with its DEL, to simplify, re-organise and better manage its initiatives especially in light of operational matters, curriculum reform and system policy updates in 2022.

Strategic Direction 1 ASPIRE: Student Growth and Attainment - Update 2022 (in light of curriculum reform & policy updates/timeline)

- We will take a narrow but deep focus on improvement measures in literacy and numeracy, through continued

explicit direction, alignment and commitment to growth, attainment and excellence in reading and numeracy. Improvement measures will include school-based evidence through learning plans and/or noted adjustments for identified students, guided by various measures and informed by curriculum reform/policy update directions. This will include system negotiated targets for NAPLAN. The main initiative will be in: **Personalised Learning** (with explicit focus on reading and numeracy).

- **High Potential and Gifted Education** will be shifted from this direction as the main initiative of **Strategic Direction 3 SHINE** and will be inclusive of *Talent Development* activities (rebadged)
- Our original situational analysis informed by ongoing evaluations in 2022 show our strong and proven record of catering for learners with special, complex or additional needs and those experiencing challenges in learning and/or requiring personal adjustments. We will continue to do so nurturing growth for all learners, with an explicit ongoing focus on effective identification protocols and interventions for high potential and gifted learners. (shifted to **Strategic Direction 3**)

Strategic Direction 2 CONNECT: A Creative and Collaborative Learning and Teaching Culture Update 2022 (in light of curriculum reform and policy updates) This will include initiatives in:

2.1 Critical and Creative Thinking (for improvement and connections in deeper learning outcomes)

ACARA's *General Learning Capabilities* will be integrated into practices to deepen learning and help students to make connections for improvement. Quality teaching for Creative and Critical Thinking (CCT) will guide our collaborative professional learning practices to lift student achievement across the curriculum, using evidence informed CCT teaching practices for high impact in student learning.

2.2 Collaborative Professional Practices

Integrated evidence of the impact of collaborative professional practices such as *Learning Walks and Talks*, *Instructional Rounds*, *mentoring*, *co-teaching*, *collaborative assessment & programming* etc will be organised throughout the domains of *Learning Teaching Leading* (School Excellence Framework) with connections to student outcomes across the curriculum, and within the strategic directions

Strategic Direction 3 SHINE: High Potential and Gifted Education (in light of policy updates in HPGE & the Inclusive, Engaging & Respectful Schools policy in 2022 (IER))

- Wellbeing and engagement were previously organised here, but evaluations and policy updates in 2022 showed these are embedded as **core activities across our learning, teaching and leading practices** and so, better organised within *Personalised Learning*. This included already established practices through the school program known as *Positive Choices for Learning and at Play* (PCLP) eg *self-management*, *mindfulness* and *school-wide high expectations and behaviour protocols*. It was noted that some policy updates released following COVID, would also impact our SIP, requiring a **review of the PCLP model and so, better described as an activity**.
- Our earlier Situational Analysis had showed that there was a strong wellbeing need to build self-management skills in a range of social settings for increased numbers of students presenting with high anxiety or disengagement, especially after the disruptions of COVID.
- **High Potential and Gifted Education is now shifted to SD3** (from SD1 Personalised Learning) as the main initiative of **Strategic Direction 3 SHINE** and will be inclusive of *Talent Development* activities (rebadged from an initiative to activities)
- *Talent Development* evaluations previously had shown that our ongoing co-curricular programs prior to COVID, had been very successful in contributing to increased levels of student engagement and a community celebration of talent development. As these programs were on hold in 2021 due to COVID, and re-emerged slowly in 2022, it became important to reinstate these, consolidate and expand **talent development activities**, as part of the new **HPGE policy** for improved outcomes. Hence, a structural shift from initiative to activities within the HPGE initiative.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

ASPIRE

To ensure we achieve aspirational and high expectations of growth and attainment for all learners in reading and numeracy, and build their capacities to meet their full potential in learning, we will consolidate and refine evidence-informed, data-driven practices that are responsive to the needs and talents of our learners through a personalised approach committed to the pursuit of excellence.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning

Resources allocated to this strategic direction

English language proficiency: \$50,561.47
Low level adjustment for disability: \$57,460.50
Integration funding support: \$26,204.00
AP Curriculum & Instruction: \$90,342.60
Aboriginal background: \$5,522.87
Socio-economic background: \$9,740.78
QTSS release: \$45,049.00

Summary of progress

Sound progress was made in reading and numeracy goals and targets across the school with some unexpected lifts beyond system targets in NAPLAN.

Enablers *Personalised Learning* became embedded in the school's practices and programs through its commitment to collaborative aligned professional practices and approaches to differentiation in reading and numeracy and the use of targeted interventions in these areas. Evidence shows improved student learning outcomes and growth, through a culture of alignment in curriculum implementation, formative and summative assessment & use of benchmarking, the use of explicit and identified teaching strategies, the use of targeted feedback and program delivery. A strong feature of note was the impact of *Learning Walks and Talks and Instructional Rounds*; a rigorous interventions database to monitor impact on outcomes; and the addition of the 0.6 *APCI leadership role* to further enhance the work of the leadership in building the collaborative professional culture, dialogue around the impact of practice, and the modelling and sharing of teacher expertise to build collective teaching efficacy.

Impact A range of quantitative and qualitative data and evidence-informed sources shows the impact of this culture and its practices in identifying, working towards and achieving targeted student learning goals and school targets. NAPLAN & SCOUT data, student work samples, PAT and check in data also informed the 5 week review cycle model allowing students to be flagged for targeted interventions, intensive small group support, one-on-one tutoring or enrichment pathways. Through a regular process of reflection and review, collaborative professional learning accommodated *Universal, Guided and Strategic* follow up about curriculum reform, through the work of the Leadership Team, the newly appointed APCI 0.6 position and additional specialist support staff working through the Learning & Support Aspire Team, including COVID ILSP

Next steps: Embed the new English and Maths Syllabus documents. Consolidate the 5 week teaching and learning cycle model to review progress and make adjustments, identify effective tiers of intervention for targeted students, broaden this model to include high potential students, continue to resource specialist staff and teams to support interventions and deepen learning. Continue to resource and embed collaborative professional learning in the context of inquiry into ways to improve classroom practice for purposeful impact and professional alignment within and across teams eg *Learning Walks and Talks and Instructional Rounds*

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> A minimum of 65.4% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading at the system negotiated lower bound target. 	<p>There was strong evidence of the impact of interventions on outcomes, including lifting the number of students achieving benchmarks in the area of reading. Of the students targeted for specific interventions, 100% showed growth, with 40% of those students now working at grade level.</p> <p>86.21% of year 3 students achieved in the top two bands in reading.. 56.25% of year 5 students achieved in the top two bands in reading.</p> <p>A total of 71.23% of year 3 and year 5 students achieved in the top two bands in reading.</p> <p>This exceeded our lower band target by 5.83%</p>
<ul style="list-style-type: none"> A minimum of 42.13% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy, at the system negotiated lower bound target. 	<p>There was strong evidence of the impact of interventions on outcomes, including lifting the number of students achieving benchmarks in the area of reading. Of the students targeted for specific interventions, 100% showed growth, with 40% of those students now working at grade level.</p> <p>68.97% of year 3 students achieved in the top two bands in numeracy. 35.50% of year 5 students achieved in the top two bands in numeracy.</p> <p>A total of 52.24% of year 3 and year 5 students achieved in the top two bands in numeracy.</p> <p>This exceeded our lower band target by 10.11%</p>
<ul style="list-style-type: none"> A minimum of 74.1% of students achieving expected growth in NAPLAN reading at the system negotiated lower bound target 	<p>The system negotiated target of 74.1% expected growth, based on previous results, was specific to that cohort.</p> <p>2022 NAPLAN results did not include growth data due to NAPLAN not being held in 2020.</p> <p>Drawing on school-based data in 2022, 60% of students in year 3 and 5 achieved expected growth in reading.</p>
<ul style="list-style-type: none"> A minimum of 62.9% of students achieving expected growth in NAPLAN numeracy, at the system negotiated lower bound target 	<p>The system negotiated target of 62.9% expected growth based on previous results, was specific to that cohort.</p> <p>2022 NAPLAN results did not include growth data due to NAPLAN not being held in 2020.</p> <p>Drawing on school-based data in 2022, 60% of students in year 3 and 5 achieved expected growth in numeracy. This is up from 55% in 2020.</p>
<p>Increase the proportion of students attending greater than 90% of the time to be at the system negotiated lower bound target of 82.5%</p>	<p>The proportion of students attending greater than 90% of the time has dropped from 82.01% in 2021 to 45.44% in 2022.</p> <p>This considerable dip is due to the impacts of COVID with some increase at the end of the year, in families seeking leave to travel overseas, supported by online learning resources.</p>
<p>Reading and Numeracy</p> <p>Learning Culture There is demonstrated commitment within the school community that all students make learning progress in reading and numeracy. Partnerships with parents and students support clear improvement aims and planning for learning in reading and numeracy. (high expectations)</p> <p>Student Performance Measures The school has identified what growth is expected for each student in reading and numeracy and students are</p>	<p>Evidence shows that through the lens of Reading and Numeracy and the SEF elements the school was sustaining and growing (high expectations) in Learning Culture excelling (student growth) in Student Performance Measures excelling (feedback) in Effective Classroom Practice sustaining and growing (data analysis) Data Skills and Use</p>

achieving higher than expected growth on internal school progress and achievement data. (student growth)

Effective Classroom Practice A whole school approach ensures the most effective evidence-based teaching methods in reading and numeracy optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (explicit teaching) Teachers provide explicit, specific and timely formative feedback related to defined success criteria in reading and numeracy. Teachers' feedback supports improve student learning. (feedback)

Data Skills and Use The leadership team comprehensively analyses student progress and achievement data in reading and numeracy for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. (data analysis)

Analysis of school-based benchmarking, assessment data and other evidence, shows growth and attainment

2022 NAPLAN results did not include growth data due to NAPLAN not being held in 2020.. Drawing on school-based data in 2022

- 60% of students in year 3 and 5 achieved expected growth in reading. This is aligned with prior data.
- 60% of students in year 3 and 5 achieved expected growth in numeracy. This is up from 55% in 2020.

Significant school-based benchmarking and assessment data at end 2022 include:

- The school's embedded use of school-wide tracking systems of curriculum outcomes and benchmarking protocols, drawing on annotated work samples, consistent teacher judgement and formative and summative assessment tasks.

This shows at end of 2022:

In **English 79.8%** achieved at or above sound; **41.6%** achieved at high or outstanding.

In **Mathematics 82.5%** achieved at or above sound; **44.4%** achieved at high or outstanding.

Strategic Direction 2: CONNECT: A Creative and Collaborative Learning Culture

Purpose

CONNECT

In order to nurture imaginative, curious and confident lifelong learners who are able to collaborate, think creatively and critically and make deep connections in their learning, we will embed a creative and collaborative learning and teaching culture that integrates curriculum, is future-focused and evidence-informed, valuing innovation and high impact collaborative professional practices for improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Critical and Creative Thinking
- Collaborative Professional Practices

Resources allocated to this strategic direction

Professional learning: \$17,319.00

Summary of progress

Sound progress was made in both these initiatives to build and strengthen our creative and collaborative learning culture for improvement and growth.

Enablers Resourcing was targeted for whole school professional learning workshops in CCT, attendance by team members at professional learning courses and the school's *Learning Walks and Talks/ Instructional Rounds* program, the latter of which is a whole school collaborative inquiry approach into classroom practice and impact. The collaborative professional practices model was used to inquire into aligned best practices for improvement.

Impact Teachers have begun to use the ACARA *Critical and Creative Thinking* learning continuum, as part of their assessment and reporting routines, analysis of practices and programs, and as a guide to consider depth of understanding in student work samples and possible next steps. Critical and creative thinking routines and practices were used and modelled in some classrooms and were in evidence within some stage-based programs. Teachers began to analyse assessment tasks, student work samples, and evidence-informed CCT practices to gain insight into how to deepen understanding and lift student achievement and growth in identified outcomes.

Next Steps Consolidate whole-school professional learning in CCT and use of higher order thinking pedagogies. Develop school-wide alignment which shows the use of particular routines and practices in programs, teaching and assessment. Explore evidence of connections between the use of CCT pedagogies, the depth of understanding shown in student work samples and higher achievement. Continue to resource the collaborative professional practices model that underpins these initiatives.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Critical and Creative Thinking <ul style="list-style-type: none">• Students and teachers are using the ACARA critical and creative thinking learning continuum, to be explicit about the next steps in learning, as part of their regular assessment routines.• Critical and creative thinking routines and practices across the curriculum are in evidence within stage learning and teaching programs• Teachers are analysing assessment	<p>Teachers were introduced to the ACARA critical and creative thinking learning continuum, as part of whole school professional learning workshops.</p> <p>Teachers began to use descriptors to discuss and analyse thinking and began to work in teams to consider the next steps in how to integrate these into various units of learning. They also began to consider the continuum in assessment and used some of the descriptors to report to parents/carers in their general comments about learning progress, at the end of the year.</p> <p>Critical and creative thinking routines and practices across the curriculum</p>

<p>tasks, student work samples, and evidence-informed CCT practices to lift student achievement and growth in identified outcomes</p>	<p>were in evidence within some stage learning and teaching programs and were showcased to share with others.</p> <ul style="list-style-type: none"> • A team of expert teachers in these practices applied their professional learning from prior QTP CCT action research in designing a CCT workshop program and Learning Walks schedule for all staff. • This team modelled practices including SOLO Taxonomy (Biggs & Collis, 1982), Surface-Deep-Transfer Phases of Thinking (Hattie, Fisher & Frey, 2017); and aspects of Project Based Learning. <p>Critical and creative thinking routines and practices were modelled through targeted stage-based visits through Learning Walks and Talks and collaborative professional learning workshops.</p> <p>Teachers began to analyse the open-endedness of some assessment tasks and the depth of student understanding in work samples to begin to plan for more connections and a possible lift in student achievement and growth in identified outcomes</p> <p>In Term 4 the school Leadership Team engaged with Harvard's Cultures of Thinking professional learning online 5 week course to analyse evidence-informed aspects of classroom and school culture which promote deeper thinking and, in particular, critical and creative thinking. This led to a whole staff professional learning workshop that informed a Spiral of Inquiry series of visits across the school, to analyse the aspects of current practice promoting deeper thinking and the next steps in an action plan for improvement.</p>
<p>Collaborative Professional Practices</p> <ul style="list-style-type: none"> • Teachers deepen their engagement in Learning Walks and Talks and/or Instructional Rounds as collaborative professional learning practices to improve effective classroom practice and build alignment by sharing expertise and seeking opportunities to mentor others • The School Excellence Framework 'What Works Best' and 'Quality Teaching for Critical and Creative Thinking' continue to inform professional conversations and practices and improved alignment for impact on learning, teaching and leading 	<p>Schedules of regularly resourced Learning Walks and Talks and/or Instructional Rounds occurred during Terms 2 and 3 with high level engagement and success as evaluated by them, through combinations of case study approaches and spirals of inquiry in problems of practice. This involved all teachers and team leaders across the school. This provided opportunities for shared observations, reflections and inquiries into student needs and aspects of classroom practice identified for improvement <i>eg critical and creative thinking in numeracy; differentiated group work in numeracy; adjustments for students with special, complex or additional needs</i></p> <ul style="list-style-type: none"> • Whole staff reflections after visits allowed teachers to feedback to other teachers their mutual respect, learning and valuing of others' expertise and their practices, strengthening relational trust and opening up deeper dialogue about practices for maximum or purposeful impact. • Expert teachers shared their knowledge and skills with others while the newly allocated APCI position 0.6 provided for <i>universal, guided or strategic</i> follow up within targeted teams or alongside co-teachers. • Collaborative Planning Days provided for stage teams to work together on identified changes in practice, planning or curriculum reform delivery with a focus on differentiation. • Collaborative professional practices for improvement and excellence in learning teaching and leading occurred through a range of other forums and operational structures with an agreed focus on collaboration towards aligned goals. <i>eg Learning and Support Aspire Team; Leadership Team; Stage or Special Programs Teams; Business and Finance Team.</i> • While WWB is a useful reference, other systems documents and curriculum reform guidelines and action research have been used to further enhance professional conversations. <i>The School Excellence Framework</i> was reimagined as a visible thinking wall in a publically shared space to check in, review, inform our progress and shape our professional conversations and practices, aligning language and actions for improvement in learning, teaching and leading.
<p>School Excellence Framework</p> <p>The school is sustaining and growing in the elements of learning and development and educational leadership with evidence of all of identified themes, through the lens of critical and creative thinking; and collaborative professional practices.</p>	<p>Evidence shows that the school was moving beyond the target of sustaining and growing in learning and development and was excelling. Evidence also shows that the school was moving beyond the target of sustaining and growing in educational leadership, towards excelling based on its embedded leadership practices and impact. This was also recognised at the local network awards in 2022 through an acknowledgement of the school's Leadership Team for its 'community of practice' for impact across and within the school incorporating impact for all three strategic directions.</p>

Strategic Direction 3: SHINE: High Potential and Gifted Education

Purpose

SHINE

To ensure all of our students thrive as learners, and have opportunities to develop and showcase their capacities and talents, we will continue to consolidate and refine evidence-informed practices that support the High Potential and Gifted Education Policy and promote high levels of student self-management, engagement; wellbeing and talent development.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Potential and Gifted Education

Resources allocated to this strategic direction

Per capita: \$60,138.00

Summary of progress

Sound progress was made in the initiative **High Potential and Gifted Education**. Talent Development was rebadged as an activity within this initiative, to simplify this model.

Enablers Whole staff professional learning occurred through the provision of the Department's online module delivery of the High Potential & Gifted Education Policy. This was foundational for all staff who joined us in 2022. In addition in second semester in-person workshops resumed for leadership teams. The Principal and two Assistant Principals (Convenor, Learning and Support Aspire; and Leader, High Potential and Gifted Education) attended a two day Tier 1, leadership course on High Potential & Gifted Education on the theme of whole school delivery and implementation of the policy. The school facilitated co-curricular internal and external programs in the intellectual, creative, social/emotional and physical domains. A joint partnership of the Department, school and P&C contributed to the expansion and improvement of facilities, spaces, grounds and equipment to support the identification and development of high potential and talent in the physical domain..

Impact The Leadership Team delivered professional learning for all staff with a focus on the use of the HPGE resources hub and use of the Differentiation Tool to provide a rich source of resources, strategies and models to differentiate for a diverse range of student needs and talents in class and school programs. Families were provided with information about the High Potential & Gifted Education policy and were asked to identify their child's potential in relation to the policy through the use of a survey which was launched at our Creativity Festival and repeated in our weekly school newsletter. This resulted in deeper conversations through the Learning and Support Aspire Team with regard to evidence-informed identification, learning adjustments, cluster groups and accelerated pathways for high potential or gifted learners. In addition, the profile of High Potential and Gifted Education was made more visible in 2022 through a weekly Spotlight Feature of high potential and/or talented students, brought to the school's attention by students themselves, their families or teachers. Co-curricular programs were relaunched with particular consideration of the four domains: intellectual, creative, social/emotional and physical. The environmental changes and improvements in particular, provided increased opportunities for high potential identification and talent development in particular sports. Connections to impact in student wellbeing outcomes across the curriculum and in interactions with others were also noted.

Next Steps The next phase of professional learning in the policy will include a deeper look into evidence-informed identification tools, differentiated programs, personalised goals for identified students, and aligned practices across the school in the provision of learning adjustments, cluster groups and accelerated pathways for high potential or gifted learners. The AP Convenor, Learning and Support Aspire will continue to co-monitor a database of identification and intervention across the school, supported by the work of the AP HPGE and the APCI. Co-curricular programs will expand to include Debating and Public Speaking and the proposed re-boot of the school's band program. Consideration of the four domains: intellectual, creative, social/emotional and physical to be part of the future planning of school events and/or theme days and additional or integrated programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Talent Development</p> <ul style="list-style-type: none"> • Co-curricular programs, opportunities and talent development pedagogies in learning and teaching programs are consolidating and being integrated with practices in High Potential and Gifted Education; and Critical and Creative Thinking. • Student talents/interests continue to be identified and monitored through use of HPGE matrix of four domains, observations, referrals, surveys - & other tools becoming more embedded. • The record of students participating in co-curricular programs and opportunities is growing and being showcased. 	<p>The school facilitated co-curricular internal and external programs in the intellectual, creative, social/emotional and physical domains. A joint partnership of the Department, school and P&C contributed to the expansion and improvement of facilities, spaces, grounds and equipment to support the identification and development of high potential and talent in the physical domain.</p> <ul style="list-style-type: none"> • Co curricular and talent development programs and opportunities included e.g. District Sport Events; sports selection trials; Operation Art; Drama; Recorder and other internal and external programs. The band program was on hold for 2022 due to the lack of support from families, held over for a planned re-boot in 2023. The upgrade of outdoor spaces, facilities and equipment shed new light on the physical domain of our students' high potential and talent. Integrated practices and pedagogies which combined High Potential and Gifted Education and Critical and Creative Thinking, were also evident in some programs, as showcased through Learning Walks and Talks eg Kindergarten Stage 2 Stage 3. • The monitoring of the four domains began across programs and assessment practices. Monitoring through the Learning and Support Aspire Team included evidence of accelerated pathways, clusters in literacy and numeracy, and special or personalised adjustments for some students through consultation following the parent referral process and other agreed evidence. • Participation in co-curricular programs and other talent development opportunities were showcased: eg Creative Arts Fiesta K-6 (student leadership; visual arts; performing arts -drama and recorder- creative and critical thinking; eg School, District and Regional sports events and accomplishments (swimming; athletics, soccer etc) eg Multicultural Perspectives Public Speaking Competition (Stage 2/3 public speaking skills and talents were showcased in an online format competing against students from other local schools). We continued to raise awareness and 'spotlight' learners in our weekly news app and through referrals by parents, staff and learners
<p>School Excellence Framework</p> <p>The school is sustaining and developing in the elements of wellbeing and curriculum, with evidence of the identified themes, through the lens of HPGE and talent development.</p>	<p>Please note. Wellbeing is now embedded in Strategic Direction 1 as an across the curriculum activity, not an initiative.</p> <p>That said, evidence shows that the school was excelling in wellbeing and curriculum through the lens of the HPGE initiative and talent development activities.</p>
<p>HIGH POTENTIAL AND GIFTED EDUCATION</p> <ul style="list-style-type: none"> • The Learning and Support Aspire Team continues to oversee and records the identification, growth and attainment for high potential and gifted learners, across four domains - and using achievement band tracking systems and other sources of evidence • Differentiated learning and teaching programs and practices across the school show improved alignment school-wide, in providing for identified high potential and gifted learners • Special purpose practices such as group clusters, learning pathways and other initiatives, begin to be explored for impact for high potential and gifted learners <p>School Excellence Framework</p> <p>The school is showing evidence of moving towards sustaining and growing in the elements of learning culture (high expectations) effective classroom practice (explicit teaching and</p>	<ul style="list-style-type: none"> • Monitoring through the Learning and Support Aspire Team included evidence of use of achievement bands trackers, other evidence informed sources. and referral processes. It also included monitoring accelerated pathways, clusters in literacy and numeracy, and special or personalised adjustments for some students through consultation following the parent referral process and other agreed evidence. The monitoring of the four domains began in consultation with parents/carers, teachers, support staff and the co-work of three of the Leadership Team: AP Convenor Learning and Support Aspire; AP Leader, HPGE and APCI. The HPGE team delivered professional learning for all staff with a focus on the use of the HPGE resources hub and use of the differentiation tool to provide a rich source of resources, strategies and models to differentiate for a diverse range of student needs and talents in class and school programs. Staff noted that this tool was particularly helpful, aligning well with the CCT strategies and assisting to cater for the needs of HPGE learners.. Families were provided with information about the HPGE policy and were asked to identify their child's potential in relation to the policy through the use of a survey, repeated in weekly online newsletters. This resulted in deeper conversations through the Learning and Support Aspire Team with regard to evidence-informed identification, learning adjustments, cluster groups and accelerated pathways for high potential or gifted learners. • Differentiation in classroom programs was linked to personal goals and adjustments, identified achievement bands, emerging interests and talents and some clusters of students within or across classes, referred or recommended within teams or through the Learning and Support Aspire

<p>feedback) and data skills and use (data analysis) with evidence of the identified themes, through the lens of high potential and gifted education.</p>	<p>Team. Families engaged with the Identification survey and began to provide evidence of their child's high potential or giftedness across the four domains. Alignment in identification and intervention practices continued to develop and grow, with more professional mentoring and co-teaching and, in consultation with the Learning and Support Aspire Team.</p> <ul style="list-style-type: none"> • Special purpose practices included evidence of accelerated pathways, clusters in literacy and numeracy, and special or personalised adjustments for some identified students through consultation following the parent referral process and other agreed evidence. Levels of engagement for HPGE students continued to deepen, through a range of co-curricular programs or special programs and initiatives re-booted post COVID and discussed above under talent development (now an activity within HPGE) <p>School Excellence Framework</p> <p>Evidence of the identified themes shows that through the lens of high potential and gifted education (including its talent development activities), the school is sustaining and growing in the elements of learning culture (high expectations); excelling in the element of effective classroom practice (explicit teaching and feedback) & sustaining and growing in the element of data skills and use (data analysis).</p>
---	--

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$26,204.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lewisham Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: improved engagement and outcomes in learning and at play for targeted students</p> <p>After evaluation, the next steps to support our students will be: consolidation of effective strategies to build students' capacities to succeed</p>
<p>Socio-economic background</p> <p>\$9,740.78</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lewisham Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Learning and Support Aspire program implementation. <p>The allocation of this funding has resulted in the following impact: improved engagement in learning and growth in reading and numeracy for targeted students supported with LSAT interventions</p> <p>After evaluation, the next steps to support our students will be: seek out further opportunities to employ additional or part-time expert staff eg LAST eg SLSOs to consolidate and grow the effective interventions in place with impact in 2022.</p>
<p>Aboriginal background</p> <p>\$5,522.87</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lewisham Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST .6) to support Aboriginal students through targeted interventions in reading and numeracy • employment of specialist additional staff (SLSO) to support Aboriginal

<p>Aboriginal background</p> <p>\$5,522.87</p>	<p>students including in areas of engagement and at play</p> <p>The allocation of this funding has resulted in the following impact: improved engagement in learning and growth in reading and numeracy for targeted students supported with LSAT interventions</p> <p>After evaluation, the next steps to support our students will be: -seek out further opportunities to employ additional part-time expert staff eg LAST eg SLSOs to consolidate and grow the effective interventions in place with impact in 2022. ' -allocate 'personalised learning pathways' as a specific brief for an additional part time LAST to further consolidate and enrich.</p>
<p>English language proficiency</p> <p>\$50,561.47</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lewisham Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives in reading and numeracy, through the LSAT, with a particular focus on interventions for EAL/D students also identified below grade benchmarks in reading and numeracy, and with additional or complex learning needs. <p>The allocation of this funding has resulted in the following impact: improved engagement in learning and growth in reading, writing and numeracy for targeted EALD students with additional and complex needs, supported with LSAT interventions</p> <p>After evaluation, the next steps to support our students will be: -seek out further opportunities to employ additional part-time expert staff eg LAST eg part-time staff with EALD expertise, to consolidate and grow the effective interventions in place with impact in 2022. ' -revisit use of the EALD progressions, as a specific tool through the LSAT, for targeted or if enrolled for next year, newly arrived students, so as to further consolidate and enrich the success of proven interventions for EALD students</p>
<p>Low level adjustment for disability</p> <p>\$57,460.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Lewisham Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students in learning and at play, through the employment of two part-time School Learning and Support Officers • engaging a part-time, additional Learning and Support Teacher .6 to work with targeted individuals and groups with additional, special and/or complex needs, through break-out and whole class interventions of the LSAT in engagement, reading and numeracy <p>The allocation of this funding has resulted in the following impact: -improved engagement in learning and at play, for targeted students with additional, special and/or complex needs, supported by SLSOs -improved engagement in learning and growth in reading and numeracy, for targeted students with additional, special and/or complex needs, supported with interventions in break-out and home class program</p>

<p>Low level adjustment for disability</p> <p>\$57,460.50</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -seek out further opportunities to employ additional part-time staff eg LAST eg SLSOs to consolidate and grow the effective interventions in place with impact in 2022. - continue to adapt, refine and streamline the role of the LSAT convenor, and the work of the LSAT and its staff, within a reduced time allocation, to provide for co-teaching, system administration, consultation with staff, counsellor, families, health professionals and agencies; regular review meetings; case conferences; classroom observations and coordination of intervention strategies and program delivery
<p>Professional learning</p> <p>\$17,319.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lewisham Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Professional Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The Learning Walks and Talks/ Instructional Rounds program; collaborative planning days around curriculum reform and case study action research in classrooms; collaborative courses of study for teams and other co-teaching and mentoring professional practices to support professional learning in Personalised Learning (in Reading and Numeracy)Critical and Creative Thinking; High Potential and Gifted Education. <p>The allocation of this funding has resulted in the following impact: increased understanding and aligned teacher delivery of some identified targeted best practices in Personalised Learning (in Reading and Numeracy); increased evidence in teaching programs of integrated critical and creative thinking skills for deeper student understanding in learning outcomes; and strong understanding by teachers of the HPGE policy, the identification of high potential and gifted learners and adjustments, practices and programs best suited to their needs across four domains</p> <p>After evaluation, the next steps to support our students will be: to continue to fund evidence-informed collaborative professional practices within the school context eg Learning Walks and Talks/Instructional Rounds; case study action research using a Spiral of Inquiry into best practices for improvement and impact; and continued targeted online learning opportunities, courses of study or similar, to upskill and grow team expertise in targeted school initiatives for shared modelling, adapting and co-teaching with others</p>
<p>QTSS release</p> <p>\$45,049.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lewisham Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principal Learning and Support Aspire provided with strategic time to consult, guide and support adjustments in classroom and playground programs and align practices with systems requirements and the Strategic Improvement Plan • staffing release to align professional learning to the Strategic Improvement Plan and curriculum reform, and engage in collaborative professional practices in classrooms to develop the capacity of staff towards aligned best practices

<p>QTSS release</p> <p>\$45,049.00</p>	<p>The allocation of this funding has resulted in the following impact: strategic and focused monitoring of progress, interventions and achievements of targeted students supported by adjustments in learning, personalised learning plans or pathways for improvement in wellbeing, engagement, reading and numeracy strategic and focused consultation about the needs of learners with special, complex or additional needs increased opportunities for collaborative professional practices through observations, feedback and a range of co-teaching and instructional models eg Learning Walks and Talks</p> <p>After evaluation, the next steps to support our students will be: further embedding of collaborative professional practices for improved and targeted teaching practices to support student improvement in reading and numeracy, and the other strategic directions in the school plan</p>
<p>COVID ILSP</p> <p>\$44,187.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of tutor 3 days a week to work with teachers to support small groups of students identified from database as being well below grade level in reading and requiring more specialised support <p>Regular review meetings with the LSAT and LS Interventions Team including APCI to monitor targets</p> <p>The allocation of this funding has resulted in the following impact: providing targeted, explicit instruction for student groups in reading; employing/releasing staff to coordinate the program and monitor progress measures and data analysis; providing professional learning for COVID tutor eg networking opportunities, online learning data shows the growth impact of the COVID ILSP intervention for targeted students. Some substantial gains for identified students in collaboration with other interventions in place. This hybrid model has helped to solidify some aligned approaches across teaching and support teams eg gaps in phonemic awareness</p> <p>After evaluation, the next steps to support our students will be: continued review and delivery of MiniLit and MacLit interventions for students whose reading levels are below or significantly below grade benchmarks, prioritised in consultation with the Learning and Support Aspire Team; embedding consistent small group interventions to build on the success of this model for targeted students. The concept of a collaborative approach through a model of tiered interventions supported by SLSO tutors, the LAST and modelled teaching practices provided through the APCI role, to be further explored in 2023.</p>
<p>AP Curriculum & Instruction</p> <p>\$90,342.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Whole School Assessment Plan including use of Best Start Kindergarten,

<p>AP Curriculum & Instruction</p> <p>\$90,342.60</p>	<p>PAT K-6, Essential Assessment and other sources for whole school tracking of reading and numeracy.</p> <ul style="list-style-type: none"> • Individual and group goal setting around benchmarks and monitoring of interventions every 5 weeks, supported by LSAT cycle reviews drawing on formative and summative assessment. This included Together for Learning Reflections each term for every student. • Targeted Interventions in Reading and Numeracy reviewed every cycle. • Convenor, Professional Learning Reading and Numeracy. Modelling of curriculum reform pedagogy in K-2 contexts, through Learning Walks and Talks and various co-teaching models. Delivery of curriculum reform PL for the whole school. <p>The allocation of this funding has resulted in the following impact: embedded and explicit teaching interventions and assessment practices through a collaborative professional learning model, showing impact for improved student outcomes in reading and numeracy; a deeper and narrower focus on targets in reading and numeracy for attainment and growth; a more cohesive overview of progress every 5 weeks with the APCI tasked to monitor progress; and a more aligned approach to PL delivery in the context of problems of practice in curriculum delivery for more effective differentiation supported by collaborative teaching models</p> <p>After evaluation, the next steps to support our students will be: Further embed the successful leadership practices of the APCI through the collaborative professional learning culture at the school; sustain and grow the cyclical review model of whole school assessment, data analysis and interventions through continued collaboration between the LSAT, the LS interventions teaching team and stage teams; continue to monitor the tiered interventions model led by the APCI and draw on problems of practice in curriculum delivery in classrooms, to further support effective differentiation for aligned teaching practices for across the school for ongoing growth and improvement in reading and numeracy.</p>
---	--

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	92	106	102	106
Girls	125	133	136	135

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	89.5	94.8	88.5
1	93.7	91.3	92.6	89.1
2	93.9	89.2	93.5	87.5
3	93.5	84.3	94.3	84.5
4	93.2	91.4	91.2	85.9
5	94.1	93.0	93.6	84.2
6	92.1	89.6	95.8	84.9
All Years	93.6	89.6	93.5	86.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	3.6
Classroom Teacher(s)	8.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 addition to substantial mandatory training required of all staff, curriculum reform in English and Maths K-2, was a major focus in our professional learning action plan in 2022. Policy update deliveries also embodied much of the content of whole staff, team or individual professional learning often online, via DOE modules or supported by additional in person delivery, networking forums or courses of study identified for teams or individuals to align with the school's Strategic Improvement Plan. The school's *Leadership Team* played a significant role in overseeing, monitoring, integrating, delivering and evaluating differentiated professional learning models to suit identified needs and school and system priorities, in collaboration with advisors, project teams, teachers and support staff. The team itself also engaged with high level professional learning, courses of study (eg Harvard's *Cultures of Thinking*; LaTrobe's *Science of Reading*) and other leadership development opportunities in 2022.

- Each of the strategic directions of the school's improvement plan, outlined previously, lists some of the key topics, themes and/or courses of study covered. An approach recommended by DOE included opportunities for *universal, guided or strategic professional learning*, reflected also in aligned school and stage goals in Professional Development Plans (PDPs) and personal professional development goals identified by staff in consultation with their supervisors.
- In addition, and fundamental to its learning culture, the school continues to value high quality evidence-informed research that shows the impact of collaboration in professional learning on improved student learning outcomes, in order to build greater alignment in best practice pedagogy and the collective efficacy of teachers. It also values the impact collaborative learning models have on the learning of teaching teams and leadership teams, sharing and adapting practices in the context of classrooms, school programs and beyond.
- A *Spiral of Inquiry* approach in combination with regular *Learning Walks and Talks*, *Instructional Rounds*, collaborative planning sessions, review cycles every five weeks, co-teaching, mentoring and 'teaching alongside' modelling, also accompanied a deeper look at 'problems of practice' to identify issues and challenges before deciding on how to proceed or solve them, in order to find better ways forward for teachers to adapt and innovate their practices, to better meet the directions of curriculum reform and the needs and talents of students.
- **Impact:** Improved learning outcomes for significant numbers of students and identified cohorts in 2022, show the impact of this investment in more collaborative and aligned approaches to improvement and context-based innovative team solutions to problems of practice.

The school invested in collaborative professional practices as being core to the **relational trust, deep understanding and alignment required in effective team work** for the delivery of effective curriculum implementation, differentiation and ongoing collective assessment to cater for the diverse needs and talents of its learners.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	305,447
Revenue	2,725,622
Appropriation	2,557,581
Sale of Goods and Services	11,165
Grants and contributions	123,165
Investment income	4,426
Other revenue	29,285
Expenses	-2,726,606
Employee related	-2,424,111
Operating expenses	-302,495
Surplus / deficit for the year	-985
Closing Balance	304,462

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

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

	2022 SBAR Adjustments (\$)
Targeted Total	26,578
Equity Total	143,879
Equity - Aboriginal	5,523
Equity - Socio-economic	9,741
Equity - Language	50,561
Equity - Disability	78,054
Base Total	1,973,828
Base - Per Capita	60,138
Base - Location	0
Base - Other	1,913,690
Other Total	205,026
Grand Total	2,349,310

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 to access the school data.

As a smaller diverse cohort, in external performance measures, the size and nature of the cohort in 2022 needs to be understood. Numbers of students were supported with personal goals and adjustments in learning to access the curriculum. An external measure alone for these students may not be a reliable single source for establishing their personal success or for considering average patterns of growth.

A balance of assessment sources provides a more informed picture of goals, progress and growth for individual learners.

Literacy

86.21% of year 3 students achieved in the top two bands in reading.. **56.25%** of year 5 students achieved in the top two bands in reading.

A total of **71.23%** of year 3 and year 5 students achieved in the top two bands in reading.

This exceeded our lower band target by 5.83%

76% of year 3 students achieved in the top two bands in writing. **25%** of year 5 students achieved in the top two bands in writing.

2022 NAPLAN results did not include growth data due to NAPLAN not being held in 2020..

School-based data

The school's embedded use of *school-wide tracking systems of curriculum-based outcomes K-6* was a source for establishing contextual patterns of growth for students as measured against grade benchmarks for syllabus outcomes. These results were based on annotated work samples, consistent teacher judgement, formative and summative assessment tasks and grade benchmarking protocols

In **English 79.8%** achieved at or above sound; **41.6%** achieved at high or outstanding.

Numeracy

68.97% of year 3 students achieved in the top two bands in numeracy. **35.50%** of year 5 students achieved in the top two bands in numeracy.

A total of **52.24%** of year 3 and year 5 students achieved in the top two bands in numeracy.

This exceeded our lower band target by 10.11%

2022 NAPLAN results did not include growth data due to NAPLAN not being held in 2020.

School-based data

The school's embedded use of *school-wide tracking systems of curriculum-based outcomes K-6* was a source for establishing contextual patterns of growth for students as measured against grade benchmarks for syllabus outcomes. These results were based on annotated work samples, consistent teacher judgement, formative and summative assessment tasks and grade benchmarking protocols

In **Mathematics 82.5%** achieved at or above sound; **44.4%** achieved at high or outstanding.

Parent/caregiver, student, teacher satisfaction

The school's culture continued to be a creative, responsive and dynamic school learning community. Opinions, feedback and reflection about the school were sourced in many and varied ways, from students, parents/carers, staff and others working with the school. This process involved parent-teacher, student and staff interviews and end of term surveys, QR codes at school events, meetings, links at the APP, conversations, emails, P&C meetings, professional learning reflections, class or program discussions, assemblies, Learning and Support Aspire meetings and so on. The process is formative and ongoing throughout the year, informing us of how we are going, and how we might improve. This may include comments about practices, programs, projects or events, allowing us to be responsive to changing needs.

Students Common themes emerged through surveys, SRC forums/events, school events, class or program activities and conversations with staff, peers, the administration and leadership teams. Students also completed *Together For Learning* reflections and The Tell Them From Me online survey, providing valuable sources of student voice. Topics and comments included:

- the new playground, handball courts, multipurpose field, basketball courts and gardens-*fun, happy and 'greener' space*
- special programs eg Spanish language and culture; library at lunchtime; reading and numeracy breakout sessions with specialist teachers/support officers, playground buddies -*helpful, fun or enjoyable, lots to do at our school*
- Buddy Leadership Program - *making friends, helping younger kids is appreciated and enjoyed*
- Spotlight in school APP - features, photos and stories offered by families, students or teachers - *a great idea. Many have loved to see what others are doing in community*
- feeling safe and supported by friends, teachers - *teachers care about us and help us to achieve our best*
- programs, opportunities and events eg sports days, district carnivals (athletics/swimming/cross country) drama company, recorder group, *Creativity Festival and Visual Arts Exhibition*, Book Week, Fabulous Flamingo Friday, other theme days, fund-raisers (eg Pirate Day, Wear it Red Day and Zooper Dooper Days) chess, Robokids Harmony Day, BYOD initiatives in Stages 2 and 3; Smile and Have Fun Day; Year 6 Big Day Out, School Camp, Celebration of Learning (outdoors in 2022) - *enjoyed, lots to do, fun to come to school. Year 6 students on leaving the school in 2022 noted the school's improved and more open play spaces and facilities; the caring teachers and staff; special programs, theme days and events as key features of the school, along with the encouragement to achieve their best and to celebrate everyone's uniqueness.*

Staff Staff reflections throughout the year, continued to note a strong sense of teamwork and the collaborative professional learning culture of sharing, mentoring, team-teaching and leadership capacity building, identifying positive opportunities for growth, improvement and career path development at the school. Learning Walks and Talks were highly valued. Mutual respect for colleagues and their expertise was noted. Wellbeing support for staff was valued also in the flexibility shown by the leadership team. *The 2022 People Matter Employee Survey* showed significant numbers of teachers felt teams 'worked collaboratively to achieve their goals' and 'felt motivated' to achieve team goals. A significant number of staff identified increased workloads from the system as challenges.

Parents and Caregivers Parent/carer and family reflections throughout the year from sources outlined above, provided ongoing feedback and helpful suggestions. Topics, comments and suggestions included:

- valuing of teachers - *available to talk to parents at pick up and drop off times; knowledge about their children's capabilities*
- playground improvements, facilities and equipment valued - *more open, attractive, inviting feel; children happy coming to school to play; love the planters*
- online APP/SWAY - delivery of more succinct information via the School APP has definitely improved - *separate features and immediate items for action at end of each issue appreciated; Talent Spotlight Feature a great idea; more photos please; request for events a term in advance for bus parents/ carers*
- sports and arts opportunities - *great to see , drama, recorder, band to return in 2023 will be appreciated; more sport opportunities if possible for a small school eg PSSA*
- Learning and Support Aspire Team - support for students with special/complex needs, highly valued from those parents/carers - *more counsellor time needed*
- Parent Teacher interviews and PTL conferences- *appreciated the schedule over a week to allow for flexibility online*
- Ready for school Program end 2022 - *highly valued, emails from the school and Ready for School Hub 2022, great idea!*
- Kindergarten 2022- *emails highly valued as a regular feature for introduction to the school in Term 1*
- Events - Creativity Festival and Visual Arts Exhibition 2022- *great initiative; wonderful to be back on site; Celebration of Learning/ Year 6 Graduation - loved garden location & staggered program*
- Canteen- *great support of online canteen, menu and delivery, more days please in 2023*
- Excursions- *more in 2023 please*

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.

Aboriginal Education - School statement

The school continued to support and embed the Aboriginal Education Policy in its practices and programs. We embrace our strong sense of inclusivity, respect and acknowledgement of the original custodians of the land on which we learn and play, the Wangal/Gadigal people of the Eora nation. We pay respect to elders past present and emerging at school community events, gatherings, P&C and staff meetings, with all classes including student-devised acknowledgements in their routines. Curriculum delivery is inclusive of Aboriginal culture and perspective with recognition of Sorry Day and NAIDOC embedded in our school culture. Our students who identify as Aboriginal are supported with Personalised Learning Pathways. Through the Deadly Kids initiative, they are also empowered to share their family stories and heritage and feature as a group at special gatherings and events.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

The school continued to support and embed the Anti-Racism Policy in its practices and programs. We embrace our strong sense of inclusivity, respect and acknowledgement of difference and diversity in the building of positive and inclusive relationships with students, staff, families and visitors to the school. Curriculum delivery is inclusive of positive and mutually respectful relationships embedded in our school culture. Monitoring and recording of any incidents that may be subject to the policy, occurs as part of the school's proactive wellbeing stance. The anti-racism officer at the school ensures that follow up actions occur according to policy, if an incident may need to be managed. Children and staff at the school are aware of the reporting protocols pertaining to the policy.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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 and anti-racism education - School Statement

The school continued to support and embed the Multicultural Education Policy in its practices and programs. We embrace our strong sense of inclusivity, respect and acknowledgement of difference and diversity in the building of positive and inclusive relationships with students, staff, families and visitors to the school. Curriculum delivery is inclusive

of positive and mutually respectful relationships embedded in our school culture. In 2022, students across the school participated in the Multicultural Public Speaking Competition with strong advocacy for the messages of inclusivity, respect and anti-racism.

Spanish language and culture was a special program run as the Release From Face to Face Teaching program, ensuring all students K-6 engaged with Spanish language and culture, representing the cultural heritage of growing numbers of school community members. This program was highly acclaimed by students, staff and parents/carers. Japanese language and culture as a before school optional program run previously, was on hold in 2022 following the pandemic but will be considered for a re-boot in 2023 with planned visits by educators from Nagoya, Japan, with whom the school established strong mutually beneficial educational and cultural links previously. Harmony Day was a highly valued event on the calendar in 2022 with the message 'Everyone Belongs' culminating in workshop programs and performances, including global storytelling; a parent-led Indian Dance workshop; and a special guest and friend of Lewisham, performer Tuza, leading African music.

Other School Programs (optional)

The Creativity Festival in 2022 was a huge success showcasing the creative talents, high potential and quality achievements of students, staff and parents/carers who joined us for the first full scale event on site since the pandemic.

The festival incorporated an opening event in the new outdoor arena, with participation by student leaders and the Deadly Kids with performances by the school's Drama Company and Recorder Group. A Visual Arts Exhibition in the hall was a highlight showcasing at least one artwork from every child, reflecting a breadth and depth of artistic and creative visual form and content. Student workshops throughout the day promoted creative thinking, design, dance and artistic expression, with parents also taking part.

The Creativity Festival in 2022 reflected another aspect of the creative and collaborative learning culture at the school with a strong emphasis on student potential and talent development, focus areas embedded in the school's Strategic Improvement Plan.