LEWISHAM PUBLIC SCHOOL
Annual Report

Your wings already exist. All you have to do is fly

2015

LEWISHAM making a difference
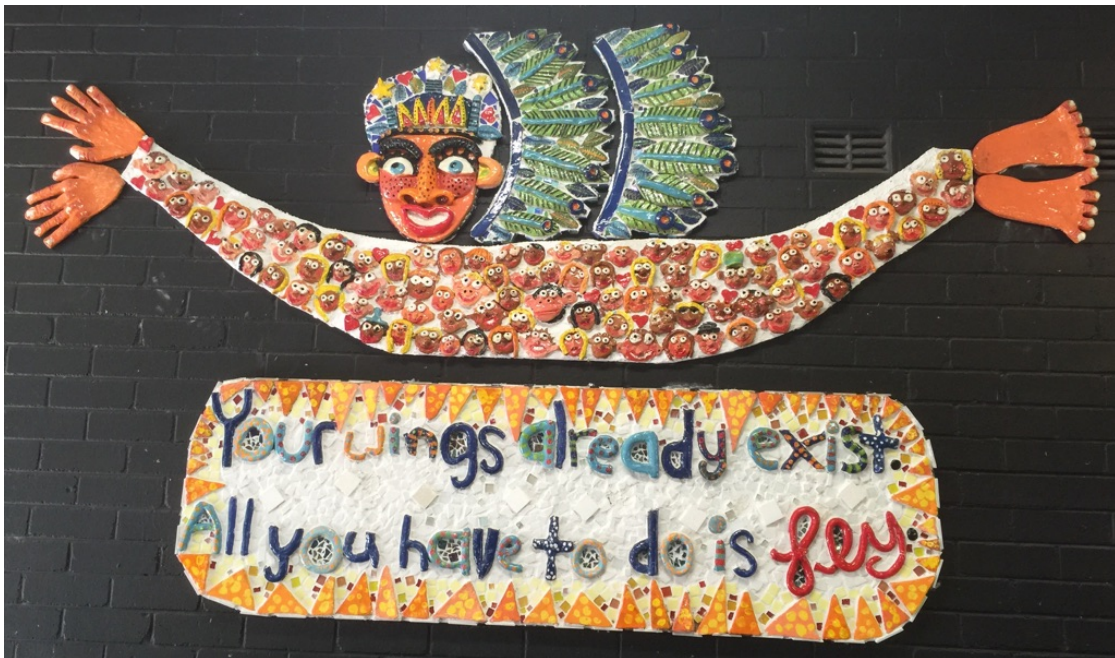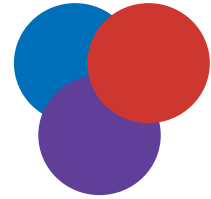
Dream it. Work to achieve it.

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Introduction

The Annual Report for 2015 is provided to the community of Lewisham Public School as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Liz Davis
Principal

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Message from the Principal

The positive reputation of our smaller but rapidly growing and forward-thinking school continued to flourish in 2015 with the tremendous support of our active parent community. Students, staff and parents worked together in positive ways to support and enrich the school's strategic directions, programs and practices.

Of our many strengths, we continued to place a high value on community, underpinned by the core values of diversity, opportunity and innovation to explore, improve, enrich and extend the learning outcomes of our students in an inclusive, creative and collaborative learning environment. We offered breadth and depth in curriculum opportunities, with an emphasis on high quality and effective evidence-based pedagogy in teaching and learning, recognising and building each student's capacities to succeed and attain high-level expectations and personal goals. The future focused learning culture at the school was characterised by teaching that is engaging, flexible and drawing upon best practice, recognising the integral role that regular and quality feedback plays in effective learning and the development of strong identities as learners.

In 2015, enrolments continued to increase. Our high profile school community events and arts programs were outstanding achievements. Our school-based learning results, in tandem with external data, show evidence of significant growth for individual students, and improved patterns of growth for targeted cohorts of students, building on data throughout their learning journey with us. The dedication and commitment of our hard working and talented students, staff and parents have been integral to this success.

Thanks to everyone in our school community for the outstanding contributions made in 2015, as we continued together to *"Dream It. Work to achieve it"*

Liz Davis
Principal

Cover photo: Ceramic mural created by students K-6 in 2015 as part of a collaborative and integrated Arts project aligned with the school devised K-6 production "Fly!"

School vision statement Dream it. Work to achieve it

Our vision is to provide a creative, forward-thinking & inclusive K-6 learning culture responsive to the diverse needs, talents & aspirations of 21st C learners. We aim to provide high quality, dynamic and inspiring learning programs and professional practices which are evidence-based and provide for *diversity, opportunity & innovation* in learning.

We are connected as learners in an era of rapid change which is impacting the nature of future focused learning, requiring learners to be highly engaged, flexible, adaptable, multi-modal communicators who can think & act creatively & critically, solve problems, self-manage, work independently & collaboratively with others. To support this, we aim to create an inspiring, high performing, inclusive & innovative organisational culture. The school continues to be known for its more personalised approach in the way it operates as a school, placing at its core, respectful and responsible relationships, high expectations and strong community spirit. It continues to be dynamic & responsive to changing needs through its systems, practices & celebration of community.

School context

Background Lewisham Public School is a rapidly growing inner-west K-6 school catering for the diverse needs, talents & aspirations of students supported by a highly engaged & expanding community of local & non-local families. (150 students were enrolled at the start of 2015 with anticipated enrolments of 180 in 2016) During the period 2012-2014, a number of highly successful initiatives were introduced to further enrich & expand directions in teaching and learning & promote the school's achievements. The school evaluated its key messages, strengths & future directions in consultation with students, staff & its growing community. A school promotion strategy was initiated to enrich community awareness of its high quality & inclusive learning culture and endorsement as a school of choice for local & non-local families.

Recent Growth During this period, the school began to attract strong interest for its more personalised & forward-thinking learning culture as well as specific initiatives such as its Ready for School program, its highly acclaimed arts initiatives and community events as well as its explicit stance on inclusive education, providing for differentiation, more personalised learning pathways & talent development opportunities. By 2014 enrolments were increasing across all grades with an unprecedented number of families enrolled in 2015. Increases led to the formation of one additional class at the start of 2015 with further anticipated growth expected for 2016. Increased enrolments also led to the establishment of an additional executive position (Assistant Principal) in addition to the Teaching Principal position.

2015 As the school's enrolments continued to grow the local urban landscape around the school continued to change also with new apartment buildings in construction near the school. The school's expanded catchment area includes these developments. The on-site Before and After School Care facility (Jigsaw OOSH) continued to grow in 2015 with an application for expanded use of the Department's facilities approved at the end of the year to further support the growing needs of families within the school community. The school site is currently shared with the N.S.W. Department of Education's Arts Unit.

Self-assessment and school achievements

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

LEARNING				
Learning Culture	Wellbeing	Curriculum and Learning	Assessment and Reporting	Student Performance Measures
Sustaining and Growing	Sustaining and Growing	Sustaining and Growing	Sustaining and Growing	Sustaining and Growing

In the domain of **Learning** our findings from self-assessment using the School Excellence Framework show the following achievements.

Learning Culture There is demonstrated commitment within our school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Achievements: In 2015, the Volunteers in Partnership program was initiated. Data shows more than 55% participation of parents and community members during school hours in learning programs, school activities and events. Out of hours three way parent-teacher-student interviews were held at the end of Terms 1, 2 & 3 with more than 80% average attendance. Learning and Support conferences for students with special or additional needs were held throughout each term facilitating involvement of the Learning & Support Team, parents, health professionals and advisors in the development of adjusted learning plans.

Wellbeing The school implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in the learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community. *Achievements*: In 2015 the school's Fair Discipline Code (based on the model known as Positive Behaviour for Learning) badged as Positive Choices for Learning at our school, was embedded in well-being practices. Adjusted Learning Plans (ALPs) show the inclusion of wellbeing outcomes for targeted students. The use of adjustment levels from the National Disability Data collection were included in learning programs and professional learning was linked to differentiation strategies and ALPs. Health Plans were in place for targeted students. Student leadership initiatives were in place through the Student Representative Council (SRC); the Buddy Leadership Team; and Individual Learning Plans.

Curriculum and Learning Curriculum provision was enhanced by learning alliances with other schools and organisations. The school actively collected and used information to support students' successful transitions. Teachers involved students and parents in planning to support students in their learning. Systematic policies, programs and processes helped to identify and address student learning needs.

Achievements: School networks: local, outer Sydney, Melbourne & China; staff attendance at Sydney University Seminar Program; Global Connections Project-visits from educators from China and Italy (reading specialist working with targeted students); Other links: The Leader in Me; The Arts Unit; Directions in Music (start of school band initiative); FitFutures; Tennis Alliance (Hot Shots) TeachMeet (social network). Adjusted Learning Plans were in place to support transitions to our school and to others. Use of: Three way interviews, formal reports, referrals to Learning and Support Team, Learning Areas Tracker and 21st Century Tracker, to inform learning progress.

Assessment and Reporting The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. The school analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Parents have an understanding of what their children are learning and receive regular information to support progress to the next level. *Achievements*: Three way parent-teacher-student conferences three times per year; formal reports twice per year; referrals to Learning and Support Team; Learning Areas & 21st C Tracker; Adjusted Learning Plans; formative and summative assessment used to inform programs; pre and post testing practices; school-based assessment data analysis spreadsheets; use of Primary data summary sheets and Smart Data; Learning and Support database

Student Performance Measures The school achieves good value-added results, with greater than expected percentages of students achieving at high levels of performance on external performance measures. Students are showing higher than expected achievement on internal school performance measures**.**

Achievements: 2015 NAPLAN results show: 69.7% of students in Year 3 and 50% of students in Year 5 achieved in the top 2 bands in Reading. 44.4% of students in Year 3 and 25% of students in Year 5 achieved in the top 2 bands in Numeracy. Average progress between Years 3 and 5 exceeds the average for both the state and similar school groups in Spelling, Grammar & Punctuation, Writing & Numeracy. Using the School Excellence Framework, the value-added measure of students' results between Year 3 & Year 5 and Year 5 & Year 7 is in the 'sustaining and growing' range, with both groups outperforming similar schools in the value-added measure

Teaching				
Effective Classroom Practice	Data Skills and Use	Collaborative Practice	Learning and Development	Professional Standards
Sustaining and Growing	Sustaining and Growing	Excelling	Sustaining and Growing	Sustaining and Growing

In the domain of **Teaching** our findings from self-assessment using the School Excellence Framework show the following achievements.

Effective Classroom Practice Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve. *Achievements*: Programs show common elements of design, evidence-based practice and National Curriculum; use of National Disability guidelines to differentiate between quality differentiated teaching strategies and three levels of adjustment; Together in Learning and Feedback sheets used to inform learning conferences and evaluate student & teacher progress; various suites of formative assessment tools evident in programs and classroom practice. Sharing and modelling of targeted best practices evident in collegial planning.

Data Skills and Use Teachers use data analysis in their planning for learning. Assessment instruments are used regularly for learning, to help monitor student learning progress and to identify skills for improvement and extension. Teachers work towards increasing the value added and growth measures of their students. *Achievements***:** Collaborative programs based on assessed needs and data collection; shared assessment practices; pre and post test data; referrals to Learning & Support team include targeted or specialised assessment data where relevant; increased capacity of staff to explore and use data to inform and achieve strategic school directions

Collaborative Practice Teachers work together to improve teaching and learning in stages or for certain groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes in place to provide formal mentoring or coaching to improve teaching and leadership practice. The school identifies staff expertise and draws on this to further develop its professional community. *Achievements*: High level evidence of collaborative programming/planning and teaching practices across stages; teachers' Professional Development Plans (PDPs) include processes for feedback; strong team-teaching practices and differentiated strategies; shared formative assessment practices & data; leadership grid to distribute leadership skills across all staff and build capacities; staff reflection surveys; Professional Learning (PL) buddies/mentors; team attendance at PL events embedded in budgeting decisions where possible. 2015 saw initiatives in open flexible learning spaces which promote improved collaborative practice and future focused learning.

Learning and Development

Teachers actively share learning from targeted professional development. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance. *Achievements*: Staff learning conferences were part of meeting routines; TeachMeet event run by staff member; Learning & Support reports at weekly meetings; programs and practices discussed collegially; strategic planning and use of progress data to monitor literacy & numeracy and form specific purpose instruction; targeted professional learning in teams: Self Organised Learning Environments (SOLE); Project-Based Learning; Gifted and Talented; teachers developed their own Professional Development Plans (PDPs)

Professional Standards

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. They work beyond their classrooms to contribute to broader school programs. *Achievements:* school culture built on positive and reciprocal relationships and distributed leadership around expertise; talents and capacities; teachers innovate and co-create to solve problems and work more effectively; whole staff attendance at school events held outside school time; whole-staff involvement in Information Nights/Tours; K-6 production, school community events program; K-6 distributed leadership grid shows breadth and depth of contributions to broader programs; Performance Development Framework introduced in 2015, resulting in Performance and Development Plans (PDPs).

Leading			
Leadership	School Planning, Implementation and Reporting	School Resources	Management Practices and Processes
Sustaining and Growing	Sustaining and Growing	Sustaining and Growing	Sustaining and Growing

In the domain of **Leading** our findings from self-assessment using the School Excellence Framework show the following achievements.

Leadership The school invites and responds to feedback on school performance. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, business and community organisations to improve educational opportunities for students. *Achievements*: The distributed leadership model shows negotiated leadership roles across the school for all staff to share expertise and for capacity building. Surveys, meetings, conferences and interviews used to gain feedback from students, staff & parents. Regular reflection practices embedded in term planning. Leadership capacities built into school organisation and events. Productive links established with: Sydney Uni; Harvard Uni Project Zero Network; Directions in Music; Petersham TAFE; Jigsaw OOSH; Arts Unit; Stephen Covey's The Leader in Me.

School Planning, Implementation and Reporting There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate strategic directions. Monitoring, evaluation and review processes of our progress are embedded and undertaken routinely, directing school activity towards effective implementation of the school plan. *Achievements*: Reflection is an embedded practice of operation and professional dialogue. The school plan is included in school programming guidelines and "check-in" sessions. The use of milestones, data trackers and internal and external reports at executive level have helped to monitor action, workload and effect.

School Resources Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students. *Achievements*: Appointment of Assistant Principal to school in 2015 -selection criteria to support directions in School Plan. High quality leadership practices are shared across stage teams and projects. Learning Spaces Public Places initiative-Phase 1: Spaces being transformed to better support future focused pedagogy, supported by visits to other schools/learning spaces. Bring Your Own Device (BYOD) initiative-Stages 3 & 2-successful trial. Resources purchased to support flexible and interactive learning spaces Eg laptops, interactive whiteboards, multiple headphones, flexible and multi-purpose furniture. Mentoring in place to support strategic financial management.

Management Practices and Processes There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. *Achievements*: The Volunteers in Partnership (VIP) initiative facilitated increased participation of parents and community in programs and school events. Meetings, conferences, school events, interviews and school-based surveys through use of Google forms provided channels for feedback from parents and the community with use of Google forms in place to elicit targeted student reflections Eg Buddy Leadership initiative

Strategic Direction 1

Learning: diversity opportunity innovation

Purpose

- To promote a more personalised approach to learning, ensuring that the confidence, personal capacities & capabilities & core academic knowledge of all to aspire, improve & achieve are nurtured in an inclusive, responsive & differentiated learning culture that promotes high expectations - with a mindset for excellence, growth & success as active lifelong learners.

- To grow and enrich high level literacy and numeracy skills.

- To deliver forward-thinking innovative and evidence-based programs & practices which cater for diversity & opportunity in learning and place a high value on imagination, multiple intelligences, talent development, self-management, teamwork & social capability in a broad range of contexts.

- To ensure that 21st C learning skills are nurtured along with core academic knowledge, through a focus on communication, collaboration, creativity, critical thinking and problem solving with rich, challenging learning experiences becoming more project-based, integrated & technology embedded.

Overall summary of progress

Differentiation & Personalised Learning

- Class programs have begun to show more explicit evidence of differentiation of content, process, product & environment and show a range of innovation in personalised approaches.

- All teachers developed and evaluated Adjusted Learning Plans for targeted students in consultation with the Learning Support Team and have used the National Disability Adjustment levels to guide decision-making.

- Adjusted, assisted &/or accelerated learning pathways have begun to be trialled across and within stages, including gifted and talented

- Students' personal learning profiles and the explicit use of formative and summative assessment data have better informed learning programs and teaching decisions.

Literacy and Numeracy
- Teachers are using the K-6 literacy & numeracy continuums to benchmark and assess progress to & plan for improved learning.
- Regular use of PM Benchmark tool to assess reading progress across the school.
- Strategic practices evident in stage-based literacy & numeracy programs

Innovation in Learning

- Phase 1: Project-Based Learning and Self Organised Learning Environments in Stages 2 & 3.

- Learning Spaces Public Places-learning spaces began to be transformed with resources and flexible design elements, multi-purpose furniture

- The Learning and Support Team -action plan for gifted and talented students across the school

- Expansion of the Talent Development & Enrichment program *(Shine)* with the establishment of a school band.

- *The Leader In Me (Student Leadership)* Phase 1

- *Positive Choices for Learning/Live Life Well* successful maintenance.

- *Positive Partnerships in Learning* Volunteers in Partnership program established (parents co-taught in class programs Eg coding; sustainability); Businesses in Partnership Eg Kite Magic-Science K-6; Others in Partnership Eg NSW Japanese School -Harmony Day

- *How Are You Smart*? Multiple Intelligences profiling completed.
- *Bring Your Own Device* (BYOD) implementation -policy and practice for Stage 3. Trialling begun in Stage 2
- *National Curriculum*- History Syllabus evident in programming, assessment and reporting practices

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	**Progress achieved this year**	**<$>**
Improved levels of achievement & growth for all students in targeted & negotiated learning goals using collected evidence at designated periods throughout each year. Collected school-based data shows at least 75% K-6 achieving or exceeding "sound" with increasing numbers achieving "high" or "outstanding" as measured by rubrics & bench marking trackers. Students achieving targeted goals noted in Individual Learning Plans and Together In Learning records. NAPLAN data shows at least 75% Y3 & Y5 achieving "proficiency" or above in targeted aspects of literacy & numeracy with increasing numbers exceeding minimum standards; 100% achieving or exceeding minimal average growth Y3 to Y5.	Analysis of end of year assessment data for student in Years 1 to 6 shows: - In English 75.6% of students were assessed as performing at a sound (proficient-Grade C) level or above. 39% were performing at a high (Grade B) or outstanding (Grade A) level. - In Mathematics 89.3% of students were assessed as performing at a sound (proficient-Grade C) level or above. 38.9% were performing at a high (Grade B) or outstanding (Grade A) level. In the areas of Science, Human Society and its Environment, Physical Education, Health and Personal Development; and the Creative Arts, more than 80% of students in each area were assessed as performing at a sound (proficient-Grade C)) level or above. In Science and Technology, 36.6% were performing at a high (Grade B) or outstanding (Grade A) level. In Human Society and Its Environment 42.8% were performing at a high (Grade B) or outstanding (Grade A) level. In Physical Education, Health and Personal Development 48.9% were performing at a high (Grade B) or outstanding (Grade A) level. In the Creative Arts 64.2% were performing at a high (Grade B) or outstanding (Grade A) level. Qualitative data collected shows targeted goals and progress noted in Individual or Adjusted Learning Plans registered through the Learning and Support Team; with some Together In Learning records noting goals and progress from students, teachers and parents at three-way conferences. 2015 NAPLAN data shows 100% of Year 5 students achieved at or above minimum standards in all areas; with 100% of Year 3 students achieving at or above minimum standards in reading, spelling and numeracy; and 97% at or above minimum standards in writing, grammar and punctuation. 100% of students achieved or exceeded minimal growth from Y3 to Y5.	$26,705

		$14,542
Class programs, teaching & formative assessment practices embed differentiation, 21st C pedagogy & digital citizenship	Class programs, teaching practices and formative assessment have begun to show more explicit evidence of differentiation Communication, collaboration, creativity, critical thinking & digital citizenship documented in innovative programming formats & tracked across the school. Team leadership, shared programming practices, networking within and outside the school and mentoring have begun to show deeper dialogue about elements of program design, documentation and evaluation. Project Based Learning, SOLE, Genius Hour, BYOD have begun in some stages. Teaching Principal release initiative: instructional leadership eg Learning and Support, Wellbeing, the Arts	
Students reflect regularly on own learning using quality feedback from teachers and their own self assessments to achieve personalised goals.	Teachers have begun to provide students & parents with regular quality feedback about student learning progress. Eg Learning journals, SOLE reflection sessions, students taking ownership of 3 way interviews – peer assessment	
Expansion of talent development and enrichment programs.	School Band, Recorder Ensemble, Drama Company, Show Choir, Chess, Netball, Cricket, AFL, Gymnastics, Athletics, Differentiation for Gifted and Talented students Teaching Principal release initiative: instructional leadership eg the Arts; co-curricular programs; production	$10,418

Next steps

Differentiation & Personalised Learning: enrichment**/**gifted and talented; digital portfolios

Literacy and Numeracy: strategic interventions for targeted students in literacy and numeracy: Multilit eg Minilit; Spellit; Maclit; syllabus review; special focus programs

Innovation in Learning: formative assessment; student reflection; Tell Them from Me Surveys; special focus programs

Adjustments to be made to the School Plan as a result of reflection and self-assessment include: improved streamlining, simplifying and updating of some actions within the changing school context Eg addition of new staff and associated mentoring support; increased enrolments & resourcing needs

Key focus/strategies to be undertaken in 2016 as part of the implementation of the 3-year plan include: the expansion of the Learning & Support model & team initiatives – eg training of personnel, tutors & volunteers from the school's VIP program to support strategic intervention in literacy and numeracy for targeted students; expansion of the school's Professional Learning Framework – eg Instructional Leaders/Mentors; critical friends and partners; on-line learning initiatives

Strategic Direction 2

Teaching and Leadership: diversity opportunity innovation

Purpose

- To enrich teachers' professional practices, confidence, capacities & capabilities, to deliver and lead high quality, inclusive, differentiated & innovative learning programs & provide quality & explicit feedback to students about their learning.

- To build & enrich the leadership & problem-solving capacities of staff in an innovative learning culture of collaboration, reflection & improvement

- To provide innovative student leadership opportunities to support the dynamic learning culture.

Overall summary of progress

Professional Learning & Distributed Leadership

- Schedule of PL actions & events in place to support individual professional learning, collaboration & directions in the school plan.

- Leadership distributed across the school and documented. Roles & responsibilities negotiated.

- All teachers have documented PDPs discussed with supervisors. Plans align with individual goals and strategic directions.

- Instructional leadership skills of targeted teachers have been used to model and mentor for others and build leadership capacities

- The Learning and Support Team monitored professional learning needs of teachers to support students with special, additional or complex needs & talents.

Innovation in Teaching

- Action research approaches were used to model, trial, reflect, mentor & support in the context of

- learning spaces.

- Team teaching initiatives in place across and within stages to support & explore best practices in targeted areas of learning, pedagogy or collaborative projects Eg SOLE, Project Based Learning.

- Projects were implemented collaboratively with opportunities for the co-creation of innovative approaches to better deliver improved learning outcomes for students Eg *Learning Spaces Public Places*; *Self Organised Learning Environments (SOLE); BYOD;* Learning Engagement - literacy & numeracy.

Networking, Critical Friends & Partnerships

- *Lewy's Friends*: Tertiary- Sydney Uni; Harvard Uni-Project Zero; schools-local, outer Sydney; Melbourne; China ;Businesses-Kite Magic; Tennis Hot Shots; Fitfutures; Directions in Music; Organisations-Arts Unit; Jigsaw OOSH,

- *Global Connections*: Visits from Chinese educators and students; re practices and pedagogy; online connections with Japanese schools & tertiary mentors; Italian reading specialist worked as a tutor with targeted students as part of *VIP* program

- *At Lewy's Place*: The school hosted Teach Meet, led by a staff member and showcasing the work of teachers within and outside the school. Further possibilities for hosting observations through the SOLE network established in 2015

- *Lewy's Edublogs*: Phase 1: Action plan for networked learning Eg school and stage blogs; on-line learning, video conferencing, social networking.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	**Progress achieved this year**	**<$>**
All teachers have developed professional learning plans with evidence to show reflection, progress and future goals, addressing personal needs & aspirations & aligning with the school plan, professional standards & frameworks.	Professional practices in teaching & leadership support the inclusive, differentiated & innovative learning culture. • Collaborative programming • Team-teaching practices • Negotiated leadership roles • Mentoring opportunities across and within stages and/or programs • Performance and Development Plans • Planning days	$5818
Leadership opportunities for all teachers are diverse & differentiated to facilitate leadership capacity building, strategic partnerships & the school's innovative learning culture.	Teachers (including Assistant Principal and Principal) are provided with opportunities to develop their leadership capacities and to reflect on their learning with others. • Instructional Leadership roles of executive Eg Learning and Support Eg the Arts • Teaching Principal release initiative to support whole-school leadership/management/wellbeing initiatives-rapidly growing school • Leadership of school events and programs • Shared leadership of projects • Coordination of stages and/or programs • Networking within and outside the school community	$10,000
Leadership opportunities for students are diverse & differentiated, showing increased numbers of students involved in different types of leadership initiatives.	Students provided with opportunities to develop their leadership capacities and to reflect on their learning with others. Eg: • Buddy Leadership Team • Phase 1 – The Leader In Me • Student Representative Council (SRC) executive and class representatives • Environment Leadership Team (ELT) • Games Leaders and Peer Support • Band mentor program	$1560

Next steps

Professional Learning & Distributed Leadership expansion of Professional Learning model; Perspectives on Learning (Project Zero; Hattie, Dignam, Robinson & others); leadership of innovative cultures

Innovation in Teaching VIP program-Phase 2; mentoring and instructional leadership; new career teachers; networked learning; Tell Them from Me Surveys.

Networking, Critical Friends & Partnerships Critical Friends – data analysis; Critical Partners-action research; Student Leadership; Together in Support – health professionals and specialist support

Strategic Direction 3

School Culture: diversity opportunity innovation

Purpose

- To ensure the school continues to be known for its more personalised approach in the way it operates placing at its core respectful & responsible relationships, high expectations, capacity building, community engagement & celebration.

- To showcase the school as a school of excellence.

- To ensure the innovative learning culture of the school is supported by its physical environment & promoted through its policies, systems & procedures which are dynamic & responsive to changing needs.

- To build positive & reciprocal partnerships within & beyond the school community.

Overall summary of progress

Partnerships

- Increased networking to build reciprocal arrangements. (Previous sections have outlined many of these).

- Volunteers in Partnership (VIP). Parents as partners in events, programs, lessons and targeted projects.

- Lewy's Garden: Preliminary links with Petersham TAFE. Student-based Environment Leadership Team (ELP)

- Wellbeing program – Primary Ethics introduced: Parents as trained ethics teachers.

- Expansion of P & C initiatives: Trivia Night-fundraising; sponsorship & community engagement; regular end of term : "at the park" social gatherings; fete; Bunnings barbecues; weekly canteen at recess and lunch

Community Engagement

- Ready for School Program-Kinder and Year 3. High School Links. School Promotion Strategy.

- Lewisham Showcase – community events, school production, assemblies, open band program; community visits; Harmony Day, Grandparents' Day, Celebration of Learning.

- Learning Spaces Public Places-some P & C funding; input and donations from parents, design support

Communications Strategies

- Continued expansion & streamlining of efficient digital communications strategies-New App in 2015

- Review of finance, administration & communications systems, policies & protocols to support expansion of school and its changing needs. Mentoring and some improved documentation practices to monitor items

- Improved technology infrastructure & delivery to support 21st C practices-improvements to Wifi for BYOD

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	**Progress achieved this year**	<$>
Expanded promotion of the school and the high quality achievements of its students, staff & community.	• School promotion strategy in place. Improved online communication. Registration conferences and events • Introduction of APP in lieu of traditional newsletter. • Use of school website to link with work of P & C -home page • Information Nights and Tours-streamlined • Ready for School – calendar of events and processes streamlined with increased numbers attending • School Production K-6 attracted audiences beyond cohort of the school	$5000
Positive & reciprocal partnerships expanded within and beyond the school community.	• Introduction of Ethics Program • Regular and expanded links with local & global networks, businesses and strategic partnerships. • Staff & parents work collegially to support the school plan through the P & C. • Visits from educators from China and Italy • Online links with educators in Japan	
Improved finance, administration & communications systems, policies & protocols.	• Improved budgeting, resource allocation and use of technology infrastructure Eg databases, spreadsheets • Income & expenditure reports align with spreadsheets Eg casuals • Teaching Principal release initiative to support whole-school administration and management initiatives-rapidly growing school • Improved administration practices, aligning with school plan priorities • Meetings to review and plan budgets included Assistant Principal • Readiness action plan for LMBR system 2016	$20,000
Increased enrolment enquiries resulting in the growth of student enrolments.	• Information Nights & Tours-increased numbers attending. Online registration. • Ready for School Program-increased enquiries and attendance, anticipation of two Kindergarten classes 2016	$4020

Next steps

Partnerships Petersham TAFE; Expansion of VIP; UNSW, Sydney Uni & others Eg. Learning Spaces Public Places Eg. student internships and new career teachers

Community Engagement Ready for School-review; High School Links & School Promotion Strategy-review; Lewisham Showcase: calendar community events, Visual Arts Fiesta & Exhibitions, school fete in collaboration with P & C; monthly assemblies and theme days; open programs & community visits..

Communications Strategies Trial phasing out of newsletter –improved use of APP and other ways; Tell Them from Me Surveys; improved use of calendars; propose Term Newsbytes (through VIP program); digital portfolios; improved on-line forms Eg writable PDF; Google forms; improved use of stage and school blogs; expansion of band and links with music festivals; student leadership- Together in Harmony project State Parliament

Key initiatives and other school focus areas

The School used its RAM allocation in 2015 to fund the release of the Learning & Support Convenor (the Assistant Principal) to take on an instructional leadership role K-6 to support adjusted learning initiatives for improved outcomes for targeted students in learning, engagement and health management-with a particular focus on equity groups across the school. This was an initiative inclusive of all equity groups funded through RAM in 2015. This involved funding release time (30 days, averaging one day a week for three terms) to work strategically in consultation with the Learning & Support Team, teachers, advisors, health professionals and parents to improve and monitor the registration, content, delivery & use of adjusted learning plans and health and well-being plans. This followed the success of a model trialled at the school in 2014 resulting in improved learning outcomes for targeted students and funded through the National Partnerships program.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	Individual learning plans developed and registered for Aboriginal students in order to bridge the gap in literacy and numeracy.	$4838
	Improved monitoring of attendance of targeted students. Improved monitoring of the needs of Aboriginal students performing below grade level in literacy and numeracy.	
	Partnerships strengthened with Aboriginal families. Increased numbers of Aboriginal families expressing an interest in the Volunteers in Partnership program.	
	Embedded in this professional development role were targeted areas for individual professional learning, mentoring in the use of customised interventions, assessment and programming strategies.	
	Phase 1 – Environment initiative "Bush Tucker" (design stage)	
English language proficiency funding	Adjusted learning plans and/or differentiated programs developed for students with English as an Additional Language or Dialect (EALD)	$9950
	Partnerships strengthened with targeted families. Increased numbers of families becoming involved in school events.	
	Embedded in this professional development role were targeted areas for individual professional learning, mentoring in the use of customised interventions, assessment and programming strategies.	
Socio-economic funding	Individual learning plans and/or differentiated programs developed for students with low socio-economic background.	$5472
	Improved monitoring of requests for financial support in school programs, co-curricular and homework programs.	
	Partnerships strengthened with targeted	

	families. Increased numbers of families becoming involved in meetings about learning and support and parent-teacher-student conferences. Embedded in this professional development role were targeted areas for individual professional learning, mentoring in the use of customised interventions, assessment and programming strategies.	
Low level adjustment for disability funding	Adjusted learning plans and/or differentiated programs developed for students with special and/or additional and/or complex needs, drawing on the use of levels of adjustment from the National Disability collection guidelines. Partnerships strengthened with targeted families. Increased numbers of families of these students becoming involved in meetings about learning and support and parent-teacher-student conferences. Embedded in this professional development role were targeted areas for individual professional learning, mentoring in the use of customised interventions, assessment and programming strategies and whole-staff professional learning in the collection and use of National Disability data and guidelines.	$6210

Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Local and non-local enrolments continued to grow in 2015, showing a rapid incline in recent years.

Gender	2009	2010	2011	2012	2013	2014	2015
Male	53	47	48	49	56	62	80
Female	37	34	40	46	47	49	70

Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	97.1	96.6	92.6	92.3	95.6	96.5
	1	98.2	93.9	93.7	96.5	95.0	94.3
	2	96.7	95.7	94.4	96.5	95.9	95.9
	3	95.3	96.4	95.7	92.9	96.8	97.0
	4	97.6	98.1	96.0	90.4	99.3	94.8
	5	97.0	94.7	94.3	93.7	91.0	95.8
	6	87.3	96.8	98.1	94.5	92.9	95.0
	Total	**96.1**	**96.1**	**94.6**	**94.0**	**95.4**	**95.8**
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	**94.4**	**94.3**	**94.2**	**94.7**	**94.8**	**94.0**

Daily attendance rates exceeded the average for the state.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Assistant Principal	1
Classroom Teachers	4
Teacher Librarian	0.4
Release from Face to Face Teacher	0.252
Permanent Part Time Teacher	0.3
Learning and Support Teacher(s)	0.1
School Counsellor	0.1
School Administrative & Support Staff	1.4
General Assistant	0.35
Total	9.120

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2015 the school workforce at our school had no indigenous members.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	**60**
Postgraduate degree	**40**

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	$
Balance brought forward	45152.03
Global funds	177002.27
Tied funds	69509.54
School & community sources	186925.95
Interest	2182.41
Trust receipts	14446.55
Canteen	0.00
Total income	495218.75
Expenditure	
Teaching & learning	
Key learning areas	12324.34
Excursions	10600.77
Extra curricular dissections	73778.11
Library	6001.05
Training & development	157.74
Tied funds	82015.28
Casual relief teachers	24346.94
Administration & office	135694.31
School-operated canteen	0.00
Utilities	87313.32
Maintenance	11615.23
Trust accounts	1778.00
Capital programs	0.00
Total expenditure	445625.09
Balance carried forward	49593.66

It should be noted that professional learning expenditure in 2015 was drawn from a number of allocations listed above, including a Tied Funds allocation of $5814 for this purpose. The Training and Development allocation was used to note miscellaneous costs only.

School performance

School-based assessment

School-based assessment data is at the core of the school's assessment practices and is tracked each term, showing levels of achievement for each student in each of the learning areas of the curriculum. Comparative data for individual students is also tracked through the SBSR reporting system for parents each semester.

Analysis of the end of year assessment data for student in Years 1 to 6 shows that:

- In English 75.6% of students were assessed as performing at a sound (proficient-Grade C) level or above. 39% were performing at a high (Grade B) or outstanding (Grade A) level.

- In Mathematics 89.3% of students were assessed as performing at a sound (proficient-Grade C) level or above. 38.9% were performing at a high (Grade B) or outstanding (Grade A) level.

In the areas of Science and Technology, Human Society and its Environment, Physical Education, Health and Personal Development; and the Creative Arts, more than 80% of students in each area were assessed as performing at a sound (proficient-Grade C)) level or above.

- In Science and Technology, 36.6% were performing at a high (Grade B) or outstanding (Grade A) level.

- In Human Society and Its Environment 42.8% were performing at a high (Grade B) or outstanding (Grade A) level.

- In Physical Education, Health and Personal Development 48.9% were performing at a high (Grade B) or outstanding (Grade A) level.

- In the Creative Arts 64.2% were performing at a high (Grade B) or outstanding (Grade A) level.

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.

Highlights include the following:

- 69.7% of students in Year 3 and 50% of students in Year 5 achieved in the top 2 bands in Reading
- 57.6% of students in Year 3 and 41.7% of students in Year 5 achieved in the top 2 bands in Grammar and Punctuation
- 57.6% of students in Year 3 and 25% of students in Year 5 achieved in the top 2 bands in Numeracy
- Average progress between Years 3 and 5 exceeds the average for both the state and similar school groups in Spelling, Grammar & Punctuation, Writing & Numeracy
- Using the School Excellence Framework, the value-added measure of students' results between Year 3 & Year 5 and Year 5 & Year 7 is in the 'sustaining and growing' range, with both groups outperforming similar schools in the value-added measure.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. To gain feedback from parents, staff, students and others working with the school, a range of sources was used including conversations, interviews, meetings *(both formal and informal),* learning conferences, community and school events, email and other correspondence and surveys.

High levels of general satisfaction with the school community and its learning culture were noted in survey results. 91.7% reported the school is a forward-thinking, inclusive, future-focused school with 100% reporting that the school has caring, committed and professional staff who deliver quality teaching and learning programs. Helpful suggestions were made for further improvements in communication with strong endorsement of the introduction of the APP and other digital or on-line possibilities rather than the traditional newsletter.

Staff reflections as part of regular practice at the school cited the collaborative learning culture as a strength with its high value on teamwork, cooperative planning, mentoring, team-teaching, action trialing and leadership capacity building, all seen as strengths of the school's culture.

Students identified high levels of satisfaction with programs, opportunities and events at the school in 2015. Eg. band, drama, choir, chess, netball, cricket, K-6 production, school camp, theme days and the Buddy Leadership Team.

Policy requirements

Aboriginal education

The school incorporated Aboriginal perspectives across the curriculum, in programs and in celebrations of indigenous culture and recognition of events Eg. Harmony Day, NAIDOC Week. School practices and protocols were inclusive of indigenous recognition and mutual respect such as acknowledgement of the indigenous custodians and the display of the Aboriginal and Torres Strait Island flags. Traditional and contemporary indigenous music were featured at assemblies. The use of individual learning plans supported learning outcomes for targeted Aboriginal students in the areas of literacy, numeracy, attendance, student leadership and learning enrichment.

Multicultural Education and Anti-racism

Respect for diversity & difference is woven into our school's culture, reflecting & celebrating contemporary Australia. Our school embeds & promotes tolerance, acceptance, empathy, mutual respect, a sense of belonging & community harmony, bound by common positive values and expectations-for highly effective participation and involvement in a democratic & inclusive society. The majority of students at the school are first, second or third generation Australians and beyond. In 2015 up to 38% of our students came from a language background other than English with two new arrivals to Australia. A small number were in the emerging or developing phase of learning English while most were in the consolidating phase. A RAM allocation for English as an Additional Language or Dialect (EALD) provided support for targeted students through adjusted learning plans, team-teaching approaches, special purpose instructional groups and differentiated programming and assessment.

Other school programs

The Arts

Lewisham's strong reputation for quality learning in the performing and visual arts continued in 2015 through class programs & integrated approaches to arts learning; a production arts electives program leading to the K-6 production; and further expansion of co-curricular talent development initiatives & enrichment ensembles in the arts. Highlights in 2015 included:

- Highly acclaimed K-6 Production (!) showcasing high quality learning in the performing and visual arts, incorporating live action and film
- K-6 recorder & percussion music program
- inaugural training band for students in Years 3-5, following on from community consultation in 2014 and in collaboration with the Arts Unit and Directions in Music.
- Talent development & enrichment ensembles in choir, recorder, chess and drama
- Continued high quality arts networking and mentoring for students and staff Eg Arts Unit; Directions in Music; Team Beat; Dance Central; Dulwich Hill High School of Visual Arts & Design

Sport

Highlights in 2015 included:

- weekly K-6 sport & fitness program
- specialist programs in athletics, gymnastics and tennis
- extended levels of achievement at district level in cross-country & athletics
- after-school coaching in Netball & Cricket resulting in extended levels of team achievement at inter-school Gala Days
- intensive swimming program

Student Leadership

In 2015 the school executive attended the Leader in Me Symposium in Melbourne to research student leadership opportunities through the highly acclaimed Stephen Covey Seven Habits program. This resulted in increased networking opportunities for the school and increased understanding of the resourcing, professional learning and planning implications within the school's strategic directions, necessitating some modification of initial plans. Other student leadership initiatives in 2015 included the attendance of the school's Student Representative Council (SRC) Executive at the National Young Leaders' Conference and increased networking opportunities for the SRC, such as links with the Together in Harmony organisation leading to the possibility of participation in its Inclusive Communities Youth Forum in 2016 to be held at State Parliament.

Environmental Education and Sustainability

The school's environmental education and sustainability program included the continued maintenance of school's highly successful kitchen garden and outdoor arts space environs. With support from a team of enthusiastic and committed parents, led by a highly skilled parent coordinator, improved planting and sustainability practices were introduced and links established for further networking including the proposal for the local TAFE to run its community gardening program at the school in 2016. In addition, a plan was developed to further grow the sustainability program through an expansion of student initiatives.

Volunteers in Partnership (VIP)

The initiative provided opportunities for parents and community members to volunteer in a range of ways including school programs and events. Highlights included:

- team-teaching in coding skills, with skilled expertise being shared with senior students

- teams of parent helpers involved in the design and installation of artworks and costumes for the K-6 production

- the involvement of parents as teachers in the school's ethics program, introduced in 2015 in response to community interest