



Low Socio-economic Status School Communities National Partnership



Australian Government



Education & Communities

Lidcombe Public School 2012 Evaluation Report



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Section 1: School Information

The following is a report prepared as a result of an evaluation at **Lidcombe Public School** of strategies and targets from the 2012 School Plan.

School Code: 2394

Region: South Western Sydney

- **Annual school evaluation team members and authors**

Name	Position
Matthew Lewis	Principal
Michael Duffy	Deputy Principal
Debbie Sage	Assistant Principal
Lee Willis	Assistant Principal
Belinda Swan	Relieving Assistant Principal
Moy Ly	Relieving Assistant Principal
Jasmine Smith	Relieving Assistant Principal
Julie Rush	Community Engagement Officer / P&C President

I endorse the contents of this report.

A copy of this report has been lodged with the School Education Director with responsibility for this school.

Principal: Matthew Lewis, Lidcombe PS



Introduction

Schools participating in the Low SES School Communities National Partnership are required to undertake an annual evaluation and report on the effectiveness of the strategies undertaken by the school. Evaluation is the judgement of the merit, worth or value of an activity on evidence that has been systematically collected, analysed and interpreted. Evidence from evaluations can be used to plan activities, monitor and improve their implementation, make judgements about their impact and the allocation of resources. Evaluation supports evidence-based decision making, systems improvement, accountability and successful innovation.¹

The 2012 Evaluation Report template is provided to assist schools in reporting information, and will inform revisions to the school plan and inform ways in which schools will allocate National Partnership funds for the coming year.

The focus of the annual evaluation

The annual evaluation should focus on reporting progress and achievement on the key targets and strategies in the School Plan to inform decisions about future actions. This includes the revision of targets (where required), the continuation or cessation of current strategies, and whether new strategies need to be developed/implemented.

The annual evaluation should address the following questions:

- What did we say we would achieve?
- How well did we do it? How effective were our strategies? What changes have we made?
- Where to next? Future directions?

Planning the annual evaluation

The annual evaluation should be led by the school principal and involve participation of and consultation with key stakeholders. Key stakeholders would typically include school executive, teaching staff, students, parents, the P & C Association, the local Aboriginal Education Consultative Group (AECG) Inc. and key community groups involved in the school (as appropriate). Regional and state officers are also available to provide support. Schools should allocate National Partnership resources to support the annual evaluation process and could include this as an accountability strategy (Reform 5) in their school plans.

What is the scope of the 2012 Evaluation Report?

The annual evaluation will build upon the extensive work already undertaken for the Situational Analysis, and focus on changes and progress over the last twelve months. It should contain information about:

- the school context

¹ NSW Department of Education and Training, Evaluation Policy,
https://detwww.det.nsw.edu.au/policies/general_man/accountability/eval_pol/PD20100416_i.shtml



- a summary of the methodology used by the school to gather information
- evidence of progress towards targets and the effectiveness of Partnership strategies undertaken to achieve the targets
- revised targets (where appropriate) and future strategies
- changes in the school systems and practices as a result of participation in the Partnership

Section 2: School context

The current school community is highly multilingual (91.7% LBOTE) with 44 different languages being represented. The school comprises 21 mainstream classes and 3 special education classes. Specialist programs include Reading Recovery, Support Teacher Learning, English as a Second Language, and Community Languages in Chinese, Korean (school funded), Turkish and Arabic.

The most predominant languages (March 2012) are:

Chinese	22%
Arabic	12%
Korean	11%
Turkish	10%
Pacific Islander	9%
English	8%
Vietnamese	5%

The school has a small, but highly committed, P & C Association whose members are actively involved in school decision-making inclusive of fulfilling staff vacancies through the Merit Selection process, school self evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions.

School Purpose

Lidcombe Public School has an established reputation as an innovative school with a strong focus on continual improvement in maximising student learning outcomes through high quality teaching practice. The staff is committed to the provision of quality learning and inclusive teaching programs that result in improved learning outcomes for all students. Underpinning this document is a shared notion of continuous improvement. It is our shared understanding that in reflecting, planning and implementing quality programs we can and will make a difference to the students we teach. By sharing our combined professional and community knowledge at a team and whole school level we will maintain and develop a strong, professional learning community.



Section 3: DATA ANALYSIS METHODOLOGY

(as at 1st August 2012)

In conducting this revised school situational analysis, the following phases were followed to draw conclusions, make recommendations and refine strategies linked to the six Reforms of the Low SES School Communities National Partnership.

1. planning the process
2. collecting data
3. analysing data
4. communicating findings, recommendations and strategies.

Timeline for the situational analysis

Date/s	Phase	Task/s	Required resource	Staff responsible
Term 3 Week 3	Planning the process	Establish a situational analysis team including representatives from key stakeholder groups: <ul style="list-style-type: none"> • determine the data that needs to be collected and the tools available to revise the Situational Analysis • develop a timeline for the revised situational analysis, including tasks, required resources and allocation of personnel responsible • decide how the findings will be communicated to the school community. 		Principal Principal and situational analysis team
T3 – Term 4		Undertake SMART training. Schools may wish to revisit the SMART training workshop or include new or additional members of the executive team in training Check out the EMSAD and Smarter Schools Websites!	Time Stage and Exec Meetings Internet	Executive and all untrained staff
Term 3 (see page 3 and page 4)	Collecting data	Collect revised data on: <ul style="list-style-type: none"> • student enrolment • student attendance • student retention • student literacy/numeracy performance • staff profile • student engagement 		Executive and *School Leaders, All staff



Date/s	Phase	Task/s	Required resource	Staff responsible
		<ul style="list-style-type: none"> parents/community (comprehensive community involvement including Aboriginal community and AECG) 		
Term 3 Wk 3 - 7	Analysing data	Scanning the data Determine what has changed/progressed from the previous Situational Analysis Drawing conclusions Validating the conclusions Explaining significance of conclusions	Time Completed data report	Executive and *School Leaders
Term 3, Wk 7 – 10 Then Term 4	Communicating findings, recommendations and strategies	Communicate the findings, explaining conclusions, making recommendations and developing strategies linked to Reforms Describing achievements and progress	Situational analysis report template	Principal and situational analysis team

**School Leaders are staff and community members who exercise leadership capacity.*

Lidcombe PS DATA COLLECTION 2012

We are collecting evidence to measure our progress towards meeting school targets: ie. **quantitative** facts and figures that **measure** achievement and **document change**. This is **not** a collection of recounts about what we did – we need to report on **the effectiveness of what we did!**



Target(s)	Co-ordinator (s) responsible	Data	When By: (Term 3)
<p>Decrease the number of Year 3 students in the lowest 2 skill bands in Reading to less than 18%.</p> <p>38% of Year 3 students at proficiency standard (Bands 5 & 6) in NAPLAN Reading.</p> <p>Decrease the number of Year 5 students in the lowest 2 skill bands in Reading to less than 22%.</p> <p>34% of Year 5 students at proficiency standard (Bands 7 & 8) in NAPLAN Reading.</p> <p>60% of Year 5 students achieving or exceeding minimum growth in NAPLAN Reading.</p> <p>More than 68% of Year 5 students achieving or exceeding minimum growth in NAPLAN Numeracy.</p> <p>Decrease the number of Year 3 students in the lowest 2 skill bands in</p>	<p>Executive staff</p> <p>Executive staff</p> <p>Executive Staff</p>	<p>Year 3, 5 and 7 NAPLAN</p> <p>Stage Team Literacy and Numeracy performance data Eg: stage testing and growth data, reading data, talking and listening data (Discovery Learning, Public Speaking), reading data</p> <p>Stage TARS survey – teachers’ reflection on changes to teaching practice as a result of 2012 BOOSTING</p>	<p>Completed in last two weeks of Term 3 instead of boosting. Wednesday, Week 10</p> <p>Wednesday, Week 6 (following Action Learning Report)</p> <p>Wednesday, Week 6</p>



<p>Numeracy to less than 18%.</p> <p>Increase the number of Year 3 in bands 5 and 6 in Numeracy to more than 27%.</p> <p>Decrease the number of Year 5 students in the lowest 2 skill bands in Numeracy to less than 18%.</p> <p>Increase the number of Year 5 in bands 7 and 8 in Numeracy to more than 43%.</p> <p>82% Year 3 students at or above minimum standard in numeracy</p>			
<p>Improved student outcomes in Reading with an emphasis on development of quality pedagogy to improve students' comprehension and talking and listening skills. Improved student outcomes in Numeracy with an emphasis on development of quality pedagogy to improve students' understanding of mathematical language.</p>	<p>ES1 AP and SEU AP</p>	<p>L3 Data Best Start Data</p>	<p>Wednesday, Week 6</p>
	<p>Support Staff</p>	<p>Reading Recovery Data</p>	<p>Wednesday, week 6</p>
	<p>Stage APs Support staff</p>	<p>Targeted intervention Data tracking individual student improvement in Literacy and Numeracy (student names are not recorded in submitted data)</p>	<p>Wednesday, Week 7</p>



<p>Improved student outcomes in Reading with an emphasis on development of quality pedagogy to improve students' comprehension and talking and listening skills. Improved student outcomes in Numeracy with an emphasis on development of quality pedagogy to improve students' understanding of mathematical language.</p>	<p>DP, Stage AP's, ESL team</p> <p>Community Language teachers</p>	<p>Data resulting from ESL team initiatives:</p> <ul style="list-style-type: none"> Action Learning to embed TELL Overall ESL report Student LBOTE data ESL staff survey Community Language Data 	<p>Week 5</p> <p>Week 4</p> <p>Week 4</p>
<p>Improved student outcomes in Reading with an emphasis on development of quality pedagogy to improve students' comprehension and talking and listening skills.</p>	<p>Stage 3 teachers</p> <p>Technology team</p> <p>DP, ES1 AP, ESL rep, Speech therapist</p>	<p>Student Data resulting from Literacy Team initiatives</p> <p>Student data resulting from Technology team initiatives</p> <p>Technology surveys for staff and students</p> <p>Speech Therapist's Report</p>	<p>Week 7</p> <p>Week 8</p> <p>Week 5</p> <p>Week 9</p>
<p>Improved student outcomes in Numeracy with an emphasis on development of quality pedagogy to improve students' understanding of mathematical language.</p>	<p>Numeracy committee chairperson</p> <p>Stage APs</p>	<p>Student Data resulting from Numeracy Team initiatives</p> <p>Data resulting from Count Me In Too and Counting On (<i>may have already been covered above</i>)</p>	<p>Week 7</p> <p>Week 8</p>
<p>2. To develop an inclusive, positive and safe school culture.</p> <p>3. All students clearly articulate behavioural</p>	<p>PBIS committee</p> <p>PBIS committee chairperson</p>	<p>Data resulting from PBIS Team initiatives</p> <ul style="list-style-type: none"> PBIS data SET data IPI data Green event data <p>Data resulting from</p>	<p>Week 6</p> <p>Week 7</p> <p>Week 7</p> <p>Week 6 *Sem 1</p> <p>Week 7</p>



expectations in classroom settings (PBIS)	SRC teachers	Attainment and Engagement team initiatives Student Representative Council report	Week 7
4. Continue to inform the parent community about school policy and procedures and how to support their children at school.	Community Engagement Officer	Data resulting from Community Engagement Team initiatives <ul style="list-style-type: none"> Attendance at events directly addressing 2012 school targets Attendance at events to enhance community involvement and school decision making Parent Forum questions	Week 6 Week 9
1. To promote quality learning for the whole school community through proactive programs that promote student engagement and resilience for all students, but particularly for boys; support for 'at risk' learners in all grades and at all levels (Students with disabilities, Refugee, Aboriginal, ESL and OOHC students); enhanced parent participation and learning; and build teacher capacity in the use of technology to enhance student	Principal DP Stage 3 AP Principal DP Leadership coach ECT leaders	Data resulting from <ul style="list-style-type: none"> Professional Learning School Communication Staff profile Attendance Learning Support Team Enrolments Quality of Life Survey for Year 6 students and parents Parent Satisfaction survey SchoolMap Survey Data from Executive Action Learning Report Early Career Teachers Induction and Accreditation	Week 6 Week 5 Week 5 Week 5 Term 4 Week 1 Week 6 Week 7



learning.			
Annual School Report or ASR Data	Stage 3 AP and SRC teachers Assistant Principals DP Sports Co-ordinator All Staff Principal, DP, SAM	Student Leadership and Public Education Ambassador's Reports Curriculum Area Evaluation SchoolMap Survey for students , staff and parents School Sport Report School Initiatives, Excursions and Special Programs Financial Statement (November)	Due by Week 2, Term 4, but start organising this term!



3.0 FINDINGS

Student enrolment

Lidcombe Public School has a current enrolment (September 2012) of 557 students. This compares to previous enrolments of:

2012	557
2011	555
2010	577
2009	557
2008	587
2007	556

Anticipated enrolment in 2013 (September 2012) is 570.

13 students are refugees

4 students are Aboriginal.

Older homes in the area are being replaced by home units.

Cost of housing has increased in and around the Lidcombe area.

Student attendance

Overall student attendance averages 95%

- Semester 1, 2009 – 95.4%
- Semester 1, 2010 – 95.6%
- Semester 1, 2011 – 95.5%
- Semester 1, 2012 – 94.9%

Student performance

Early Stage One Best Start and L3 (Language Learning and Literacy) Data

Best Start Final Assessment Results, November 2011

Literacy

Comparative kindergarten results for the end of 2010 and end of 2011 (ie. Students going into Year 1.)

Critical Aspect	END OF YEAR ACHIEVEMENT							
	Number of Students							
Reading Texts	0	1	2	3	4	5	6	7
2010 (77 students)	6 (8%)	20 (26%)	29 (38%)	16 (21%)	6 (8%)	0	0	0
2011 (72 students)	2 (3%)	23 (32%)	17 (24%)	21 (29%)	9 (12%)	0	0	0
Phonics	0	1	2	3	4	5	6	7

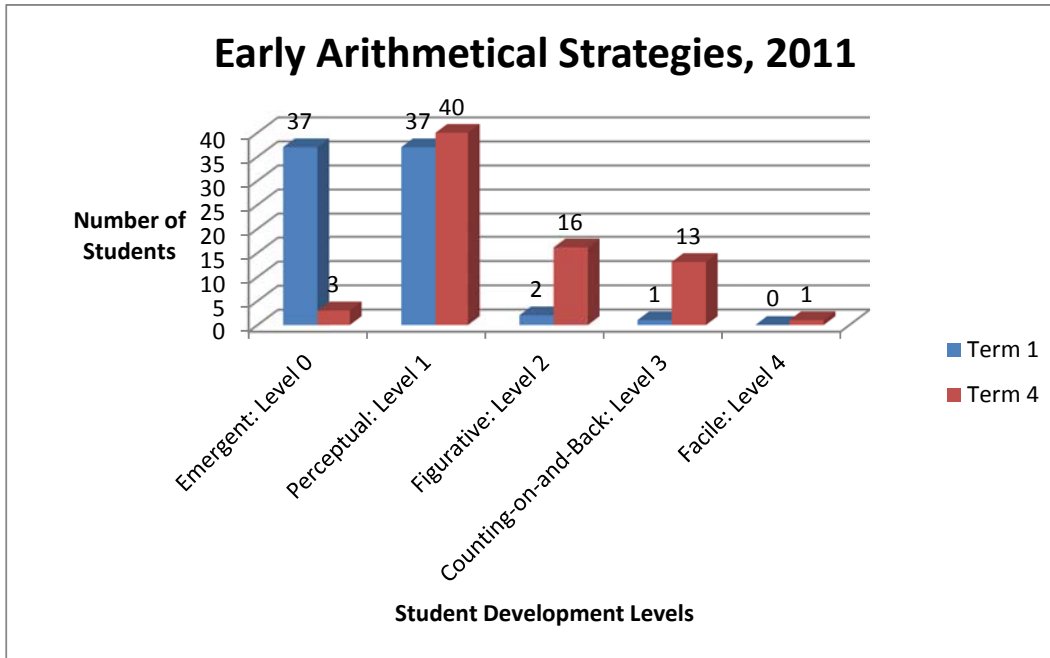


2010 (77 students)	8 (10%)	19 (25%)	24 (31%)	23 (30%)	3 (4%)	0	0	0
2011 (72 students)	2 (3%)	25 (35%)	24 (33%)	11 (15%)	10 (14%)	0	0	0
Phonemic Awareness								
	0	1	2	3	4			
2010 (77 students)	18 (23%)	22 (29%)	24 (31%)	8 (10%)	5 (6%)			
2011 (72 students)	7 (10%)	34 (47%)	20 (28%)	6 (8%)	5 (7%)			
Concepts of Print								
	0	1	2	3	4	5	6	7
2010 (77 students)	12 (16%)	16 (21%)	31 (40%)	18 (23%)	0	0	0	0
2011 (72 students)	3 (4%)	14 (19%)	24 (33%)	31 (43%)	0	0	0	0
Comprehension								
	0	1	2	3	4	5	6	7
2010 (77 students)	22 (29%)	20 (26%)	28 (36%)	7 (9%)	0	0	0	0
2011 (72 students)	6 (8%)	33 (46%)	22 (31%)	11 (15%)	0	0	0	0
Aspects of Speaking								
	0	1	2	3	4	5	6	7
2010 (77 students)	18 (23%)	17 (22%)	31 (40%)	11 (14%)	0	0	0	0
2011 (72 students)	9 (12%)	30 (42%)	19 (26%)	14 (19%)	0	0	0	0
Aspects of Writing								
	0	1	2	3	4	5	6	7
2010 (77 students)	11 (14%)	30 (39%)	28 (36%)	8 (10%)	0	0	0	0



2011 (72 students)	4 (6%)	27 (38%)	27 (38%)	13 (18%)	1 (1%)	0	0	0
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Numeracy



Early Stage One, 2012

In Early Stage One the focus was maintained on regular data collection and analysis which informed individual goal setting/action learning and team professional learning.

During 2012

- Students were initially assessed using the Best Start Assessment package. During the year student progress was tracked on the Literacy and Numeracy continuums. Teachers began using the Best Start software to collate data and generate early learning plans which were used as the basis of programming in literacy and numeracy.
- The Language, Literacy and Learning (L3) intervention was implemented from Term 1. Students participated in small group, short, explicit, systematic lessons for reading and writing. Teachers collected and analysed student achievement data (instructional reading levels and writing vocabulary) every five weeks.
- Teachers implemented action learning in five-week periods to match data collection cycles. Each teacher set a literacy and numeracy goal based on their class data analysis. The team met to share data, goals and strategies and engage in professional dialogue and share ideas and strategies. From the needs identified in these meetings, the ES1 team professional learning was planned.
- During Term 2 the Early Stage One team began working on the Language Support Program with speech therapists. A program was devised whereby each week language



lessons based around the sharing of a quality picture book were implemented by class teachers and the speech therapists. Class teachers focus upon developing understanding of story structure and vocabulary while the speech therapists present lessons based around various specific aspects of language. Class teachers follow up and extend upon these aspects in subsequent lessons. Base-line data for this program was collected and results can be found in the Language Support Program section.

- Team professional learning included weekly team meeting sessions, planning days/half days, external courses/meetings and working with consultants. Topics for team professional learning this year included the implementation of the L3 Literacy initiative, Best Start software, the critical aspect of phonemic awareness, effective numeracy lessons, identification of gifted and talented students in kindergarten and differentiating the curriculum to meet student needs.

Best Start Assessment Results, February 2012 and September 2012 Literacy

Critical Aspect	% at Level 0		% at Level 1		% at Level 2		% at Level 3		% at Level 4	
	Feb	Sept	Feb	Sept	Feb	Sept	Feb	Sept	Feb	Sept
Reading texts	93	16	5	35	0	23	1	15	0	12
Phonics	74	19	18	44	5	16	3	12	0	9
Phonemic Awareness	96	25	4	55	0	16	0	4	0	0
Concepts about print	93	25	7	35	0	21	0	7	0	12
Comprehension	82	27	18	31	0	28	0	13	0	1
Aspects of speaking	72	23	22	33	7	33	0	11	0	0
Aspects of writing	95	13	5	36	0	24	0	17	0	9

*The majority of Kindergarten students begin school at Level 0 in all critical aspects of Literacy.

Best Start Assessment Results, February 2012 and September 2012

Numeracy

Forward number word sequences:						
	<i>Emergent</i>	<i>Initial (10)</i>	<i>Intermediate (10)</i>	<i>Facile (10)</i>	<i>Facile (30)</i>	<i>Facile (100)</i>
<i>February</i>	18 (24%)	36 (49%)	8 (11%)	6 (8%)	3 (4%)	3 (4%)
<i>September</i>	7 (9%)	7 (9%)	9 (12%)	12 (16%)	25 (33%)	15 (20%)



Numeral identification:						
	<i>Emergent</i>	<i>1-10</i>	<i>1-20</i>	<i>1-100</i>		
<i>February</i>	40 (54%)	27 (36%)	6 (8%)	1 (1%)		
<i>September</i>	9 (12%)	21 (28%)	17 (23%)	28 (37%)		
Early arithmetical strategies:						
	<i>Emergent</i>	<i>Perceptual</i>	<i>Figurative</i>	<i>Counting-on/back</i>	<i>Facile</i>	
<i>February</i>	39 (53%)	33 (45%)	1 (1%)	1 (1%)	0	
<i>September</i>	9 (12%)	37 (49%)	19 (25%)	10 (13%)	0	
Pattern and number structure:						
	<i>Emergent</i>	<i>Instant</i>	<i>Repeated</i>	<i>Multiple</i>	<i>Combinations to 10</i>	
<i>February</i>	18 (24%)	30 (41%)	21 (28%)	5 (7%)	0	
<i>September</i>	13 (17%)	24 (32%)	24 (32%)	11 (15%)	3 (4%)	

Language, Literacy and Learning (L3) Data

Data Summary – Instructional Reading Levels

Instructional Reading Levels	Results at end of 2011 ES1 (i.e current Year 1)	2012		L3 Initiative Targets
		Week 5 (As L3 initiative began)	Week 30 (Most recent data collection)	
	% of grade	% of grade	% of grade	% of grade
RR Levels 1-2	3	91	5	5
RR Levels 3-5	15	8	37	20
RR Levels 6-8	31	0	25	25
RR Levels 9+	51	1	33	50

Data Summary – Writing Vocabulary

'Writing vocabulary' is the number of words that a student can write independently in a ten-minute period. Students are asked to write all the words that they know and often record them in a list format. Teachers may prompt orally by suggesting common words or words that students use in their writing.



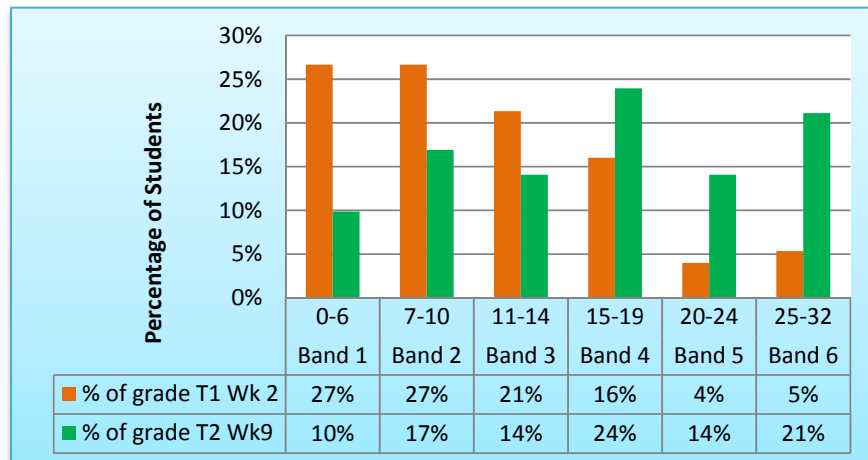
Writing Vocabulary	Results at end of 2011 ES1 (i.e current Year 1)	2012		L3 Initiative Targets
		Week 5 (As L3 initiative began)	Week 30 (Most recent data collection)	
Number of words	% of grade	% of grade	% of grade	% of grade
0-5	6	95	19	20
6-23	26	4	21	30
24-49	48	1	25	50
50+	20	0	35	

- Results demonstrate good progress in reading and writing in L3 which reflected progress on the literacy continuum (reading texts and aspects of writing).
- Early Stage One teacher observations and evaluations suggest that developing students oral language is necessary to enhance achievement across English as well as all other learning areas. This is also reflected in the critical aspects data – aspects of speaking, comprehension and phonemic awareness are all strongly based in oral language development. Development of oral language skills is also required to extend achievement and refine skills beyond the basics for reading texts and aspects of writing.

Stage 1 Data

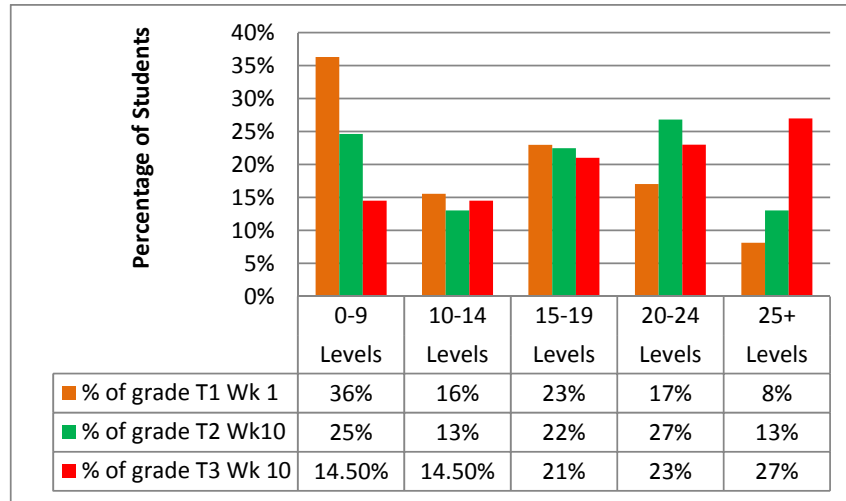
Reading Comprehension- Year 2

In Term 1, week 2 students in year 2 were assessed on reading comprehension using year 3 NAPLAN 2008 questions. They completed the assessment again in Term 2, week 9. Results from the initial assessment indicated that our year 2 students needed to improve in pronoun referencing, vocabulary and inferential questions in order to improve overall comprehension skills. This data was used to inform our Boost support program. The graph below showed that there were significant growths in Bands 4, 5 and 6 when the students were re-assessed in Term 2.





Reading Levels



Students in Stage 1 were benchmarked using the PM benchmark kit at the end of each term. It was evident from this assessment that students in stage 1 need to focus on retelling of texts. They need to be able to retell main events or facts using text specific vocabulary and give supporting details after reading a text.

Stage 1 used the Critical Aspects of Literacy and Numeracy Continuum markers to inform our teaching and learning programs. Assessments are ongoing and data is updated every 5 weeks using the Best Start software. The teachers focus on two aspects for five weeks. The district Best Start consultant has liaised with the stage teachers, providing ongoing professional learning, constructive feedback and resources. The table below shows the percentages of stage 1 students in the clusters of the critical aspects:

Year 1- Phonemic awareness

Clusters	Term 1 Percentage of students	Term 2 Percentage of students	Term 3 Percentage of students
1 (prior to school)	10%	10%	7%
2-4 (Kindergarten)	78%	77%	67%
5-6 (Year 1)	11%	11%	25%



Year 2- Phonemic awareness

Clusters	Term 1 Percentage of students	Term 2 Percentage of students	Term 3 Percentage of students
1 (prior to school)	3%	3%	0%
2-4 (Kindergarten)	54%	53%	35%
5-6 (Year 1)	44%	45%	65%

Year 1- Comprehension

Clusters	Term 1 Percentage of students	Term 2 Percentage of students	Term 3 Percentage of students
1 (prior to school)	10%	10%	3%
2-4 (Kindergarten)	78%	77%	69%
5-6 (Year 1)	12%	12%	26%
7-8 (Year 2)	0%	0%	1%

Year 2- Comprehension

Clusters	Term 1 Percentage of students	Term 2 Percentage of students	Term 3 Percentage of students
1 (prior to school)	0%	1%	0%
2-4 (Kindergarten)	47%	29%	21%
5-6 (Year 1)	40%	61%	38%
7-8 (Year 2)	11%	9%	40%

Aspects of speaking and Vocabulary Knowledge have been a major focus in stage 1. Discovery Learning and the Language Support Program (speech Pathologist) are embedded into our literacy programs to further develop student English language acquisition. Our data indicates that our students need to further improve in these two critical aspects in order to achieve stage literacy outcomes.



Year 1- Aspects of Speaking

Clusters	Term 1 Percentage of students	Term 2 Percentage of students	Term 3 Percentage of students
1 (prior to school)	10%	10%	3%
2-4 (Kindergarten)	80%	78%	65%
5-6 (Year 1)	10%	10%	31%
7-8 (Year 2)	0%	0%	0%

Year 2- Aspects of Speaking

Clusters	Term 1 Percentage of students	Term 2 Percentage of students	Term 3 Percentage of students
1 (prior to school)	1%	1%	0%
2-4 (Kindergarten)	55%	45%	26%
5-6 (Year 1)	36%	46%	42%
7-8 (Year 2)	7%	8%	31%

Year 1- Aspects of writing

Clusters	Term 1 Percentage of students	Term 2 Percentage of students	Term 3 Percentage of students
1 (prior to school)	4%	4%	3%
2-4 (Kindergarten)	85%	85%	58%
5-6 (Year 1)	10%	10%	39%
7-8 (Year 2)	0%	0%	0%

Year 2- Aspects of writing

Clusters	Term 1 Percentage of students	Term 2 Percentage of students	Term 3 Percentage of students
1 (prior to school)	3%	3%	0%
2-4 (Kindergarten)	33%	33%	30%



5-6 (Year 1)	46%	47%	33%
7-8 (Year 2)	19%	17%	37%

Year 1- Vocabulary knowledge

Clusters	Term1 Percentage of students	Term 2 Percentage of students	Term 3 Percentage of students
1 (prior to school)	13%	13%	3%
2-4 (Kindergarten)	87%	87%	54%
5-6 (Year 1)	0%	0%	41%
7-8 (Year 2)	0%	0%	0%

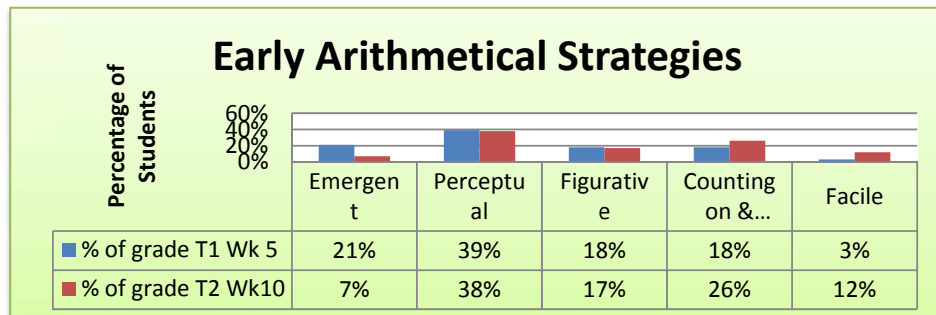
Year 2- Vocabulary knowledge

Clusters	Term1 Percentage of students	Term 2 Percentage of students	Term 3 Percentage of students
1 (prior to school)	1%	1%	0%
2-4 (Kindergarten)	56%	54%	24%
5-6 (Year 1)	38%	39%	47%
7-8 (Year 2)	6%	6%	28%

Numeracy

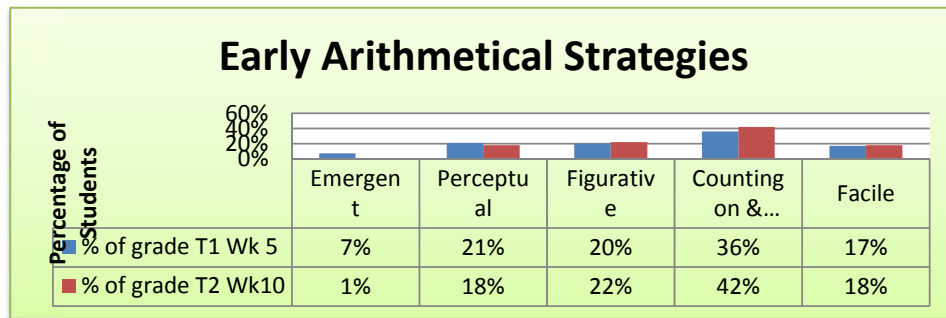
Stage 1 teachers have been using the Schedule for Early Number Assessment (SENA 1 and 2) to track student growth and inform our Numeracy program. The data is used for student grouping and planning.

Year 1





Year 2



Conclusions/Future directions

- Data from phonemic awareness has demonstrated a need for further explicit teaching of phonological awareness knowledge in Kindergarten and year 1. The school's speech pathologist will withdraw a small group of students from year 2 who are still working in clusters 1-3 to focus on phonemic awareness.
- Benchmarking assessments indicated a need to focus on oral retelling of a text to further improve reading comprehension.
- Continue to implement Discovery Learning with an emphasis on students reflecting on their learning.
- Count Me In Too training for stage 1 teachers so that they have the knowledge and skills to interpret SENA results which will inform our numeracy program.
- Stage teachers to meet on a regular basis to discuss student progress and develop consistent teacher judgement on the Critical Aspect markers.
- Stage teachers to collect and interpret their own data.

Stage 2 Literacy and Numeracy Data 2012

Literacy

In 2012 Stage 2 used data to inform our teaching, using five-week action plans. A pre-test was given followed by the same test at the end of the cycle.

We focused on the following strategies, which were areas needing further development from the 2011 NAPLAN data –

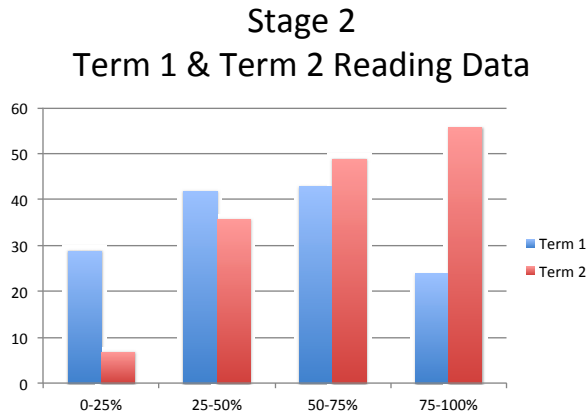
- Inferring
- Visual Literacy
- Main Idea
- Characterisation
- Language References

The students were given a NAPLAN style assessment in February 2012 and the same assessment was given again in June 2012. Students, who are on Individual Learning Plans (ILPs), have made exceptional growth, especially the refugee students. Teachers made connections with these students: hence an excellent learning environment was created.



Although the inferring questions showed improvement there is a need for further explicit teaching. The PROBE kit was introduced and the inferential component is being used in all classes.

The graphs show the growth of the students.



Aspects of Speaking – Continuum of Critical Aspects of Literacy

Students were placed on the continuum in Semester 1. Each class has a weekly talking & listening lesson where the class is divided into four groups, using the class teacher, ESL teacher, STL teacher and the AP. These lessons have been in line with the writing text type, using five week action plans. The focus has been on structure, vocabulary and language usage. The students were replaced on the continuum in Semester 2 and the growth is shown in the following table. There are more students now in Clusters 9-10 (Stage 2 Clusters) and fewer students in Clusters 5-8 (Stage 1 Clusters).

Talking & Listening

Clusters	Semester 1	Semester 2
1-4 – ES1	3%	1%
5-8 – Stage1	51%	36%
9-10 – Stage 2	38%	54%
10-11 –Stage 3	8%	9%

Stage 2 Writing Data

During Semester 1, Stage 2 concentrated on Persuasive writing. The students were assessed at the beginning of Term1. From the results, we focused on structure, connectives and vocabulary. The students were assessed again at the end of Term 2. The growth is evident in the following graphs. There is still a need for further growth in vocabulary usage.



Persuasive Writing

%	Year 3 Term1	Year 3 term 2
0 -25%	12%	2%
25% - 50%	27%	20%
50% - 75%	51%	50%
75% - 100%	10%	28%

Persuasive Writing

%	Year 4 Term1	Year 4 Term 2
0 – 25%	9%	0%
25% - 50%	25%	22%
50 – 75%	52%	53%
75 – 100%	14%	25%

During Term 3, Stage 2 concentrated on Explanation writing. From the results, it was evident that our Talking & Listening Groups have impacted on writing in structure, sequencing and the use of technical language.

Explanation Writing Five-Week Action Plan

%	Pre-Test	Final Assessment
0-25%	3%	0%
25-50%	40%	23%
50-75%	31%	41%
75-100%	26%	36%

Numeracy

Stage 2 has focused on problem solving strategies, using Newman’s Error Analysis as a scaffold. Teachers have been giving a problem a day to their students, in order to provide opportunities for the students to develop and apply problem solving strategies and working mathematically strategies. They have also focused on the language of maths with the assistance of the ESL teacher.

Results from the maths assessments have shown consistent growth across the stage.

Maths Five-Week Action Plan

%	Pre-test	Final Assessment
0 -25%	6%	2%
25 – 50%	18%	14%
50 – 75%	28%	27%
75 – 100%	48%	57%

Whilst we had intended to use Origo maths and after much discussion at stage meetings, we decided as a team to only introduce the Origo Think Tanks. It was felt we did not have enough professional learning to enable this to be an effective basis for the numeracy program.



Future Directions for Stage 2

- Refining the analysis of data, to inform us of our teaching, so we are data driven and differentiating the curriculum without the use of textbooks.
- Gradually, each teacher being responsible for the collection of and the analysis of data for their own class.
- More practice in marking writing so we are consistent - Consistency of Teacher Judgement (CTJ)
- Continued monitoring of five week learning cycles where students are pre-tested at the beginning and re-tested at the end of the cycle.
- Continual updating of Individual and Targeted Learning Plans.
- Plan assessment cycles in advance (Five week action plans)
- Continued focus on talking and listening and oral language development.

STAGE 3 LITERACY AND NUMERACY DATA 2012

LITERACY

In 2012 Stage 3 teachers used data to inform our teaching and planning. Students were given a NAPLAN style assessment in February 2012 as a pre-test and the same assessment was given again in June 2012 to gauge the students' progress and areas of need.

We focused on the following Literacy areas; reading, vocabulary and inferential comprehension, which were areas revealed by pretesting and 2011 NAPLAN data, that required further development. This has resulted in:

- Explicit, systemic data informing teachers and targeted teaching and learning plans.
- % decrease of student errors in school based stage reading assessment from February to June:

Year 5 Results

- Reading 10.8%
- Vocabulary 16.2%
- Inferential 6.2%

Year 6 Results

- Reading 5.99%
- Vocabulary 7.9%
- Inferential 6.2%

Each class has had weekly reading groups where the class is divided into 4 groups, using the classroom teacher, ESL teacher, STL teacher and the Assistant Principal. These groups focus on reading strategies, novel studies involving higher order thinking activities for some groups, vocabulary development, comprehension strategies and inferential meaning.

Each class also has weekly talking and listening lessons with a similar structure to the reading groups, using the classroom teacher, ESL teacher, STL teacher and the Assistant Principal again. These lessons have centred around persuasive and information text types. They also focus on the structure and delivery of speeches. Stage 3 will be holding a Public



Speaking Competition in Term 4 using the speeches developed and written in these sessions.

In the school based stage assessments, NAPLAN questions were used to track student progress in Reading from lower to higher percentage bands (February to June). Results are as follows:

YEAR 5

% Band	Month	No. of students	Month	No. of students	Difference
<20	February	7	June	8	+1
21-45	February	28	June	15	-13
46-81	February	31	June	41	+10
82-93	February	3	June	4	+1
>94	February	0	June	1	+1

YEAR 6

% Band	Month	No. of students	Month	No. of students	Difference
<30	February	12	June	7	-5
31-50	February	15	June	13	-2
51-84	February	36	June	36	---
84-96	February	15	June	21	+6
>96	February	1	June	2	+1

In the school based stage assessments, NAPLAN questions were used to track student progress in Vocabulary from lower to higher percentage bands (February to June). Results are as follows:

YEAR 5

% Band	Month	No. of students	Month	No. of students	Difference
<20	February	26	June	10	-16
21-45	February	31	June	31	----
46-81	February	9	June	19	+10
82-93	February	2	June	6	+4
>94	February	1	June	3	+2

YEAR 6

% Band	Month	No. of students	Month	No. of students	Difference
<30	February	32	June	22	-10
31-50	February	12	June	14	+2
51-84	February	18	June	23	+5
84-96	February	11	June	11	---
>96	February	6	June	9	+3



In the school based stage assessments, NAPLAN questions were used to track student progress in Inferential Meaning from lower to higher percentage bands (February to June). Results are as follows:

YEAR 5

% Band	Month	No. of students	Month	No. of students	Difference
<20	February	23	June	16	-7
21-45	February	21	June	13	-8
46-81	February	25	June	31	+6
82-93	February	0	June	8	+8
>94	February	0	June	1	+1

YEAR 6

% Band	Month	No. of students	Month	No. of students	Difference
<30	February	16	June	10	-6
31-50	February	18	June	13	-5
51-84	February	29	June	36	+7
84-96	February	11	June	17	+6
>96	February	5	June	3	-2

Stage 3 teachers will continue to focus on reading, vocabulary and inferential meaning to enable further improvement for all students as data shows that students are making growth with the current teaching and learning strategies.

NUMERACY

In Numeracy in 2012, Stage 3 has been focusing on number and problem solving. Each week Stage 3 has had across stage number and problem solving groups. Students were assessed in February using school based assessments and 2011 NAPLAN results. Ability based groups were formed using these results. Number and problem solving lessons are all differentiated according to the needs of the students in each group. Gifted and talented students are catered for in these groups with Maths Olympiad and extension high order thinking activities.

Problem solving groups are centred on Newman's Error Analysis. Teachers take the students in their groups through a problem each session, with students having the opportunity to develop and investigate different problem solving and working mathematically strategies.

Both number and problem solving groups are fluid with students moving groups as needed.

Students were given a school based NAPLAN style number assessment in February and June to gauge progress. This has resulted in:

- Explicit, systemic data informing teachers and targeted teaching and learning plans.



- % decrease of student errors in school based stage number assessment from February to June:

Year 5 Results

- Number 22%

Year 6 Results

- Number 20%

In the school based stage assessments, NAPLAN style questions were used to track student progress in Number from lower to higher percentage bands (February to June). Results are as follows:

YEAR 5

% Band	Month	No. of students	Month	No. of students	Difference
<20	February	4	June	0	-4
21-45	February	9	June	16	-7
46-81	February	34	June	28	-6
82-93	February	15	June	14	-1
>94	February	5	June	9	+4

YEAR 6

% Band	Month	No. of students	Month	No. of students	Difference
<30	February	3	June	1	-2
31-50	February	16	June	10	-6
51-84	February	21	June	28	+7
84-96	February	20	June	27	+7
>96	February	18	June	12	-6

Number results indicate that students across the stage are making growth. Teachers need to continue to focus on number and in particular fractions and decimals, which were shown to be areas that need further improvement.

FUTURE DIRECTIONS FOR STAGE 3

- Teachers to be responsible for analysis of their own class data to help inform programming and differentiating the curriculum to a greater degree.
- Initiate 5 week Action Learning Cycles to closer monitor student progress.
- Continue reading, talking and listening, number and problem solving groups as the current shows the strategies which are being employed at present, are working and students are showing growth across the stage.

NSW Draft English Syllabus

Of the 35 staff members surveyed, at least 87% found the two presentations on the new English curriculum by the Literacy Committee to be valuable or highly valuable. As of Week Seven, 55% of staff surveyed had trialled the units of work developed at the Staff Development Conference. While no staff members surveyed indicated that they are *not confident* in using the new English Syllabus, two-thirds of staff indicated that they are still



developing confidence, which indicates a need for further professional development in this area. Staff comments indicated a need to work with the BOS developed units of work as they are released, more stage collaborative planning time, information on how the new syllabus fits in with existing programs e.g. L3 and Best Start, as well as, more information comparing the old and new syllabus. The DEC has not currently held any professional learning sessions on the English curriculum.

Numeracy Committee Report

Target: Improved student outcomes in Literacy with an emphasis on development of quality pedagogy to improve students' understanding of mathematical language.

1. **Strategy:** Implementing Newman's problem solving strategy to assist our NESB students with the intricate language of mathematics.

Outcome: During committee meetings Newman's Error Analysis was discussed. Four committee members attended external training at a mathematics network meeting and at a mathematics conference. All school staff were introduced to Newman's Error Analysis in Term 3.

2. **Strategy:** Provide TPL for all teachers that need training for staff in:
 - Count Me in Too
 - Counting On

Outcome: To be implemented in 2013-2014

3. **Strategy:**
 - Professional learning about student reflection journals to reinforce mathematical language and concepts.
 - Continue to reinforce the language used in mathematics in all strands.

Outcome: During a staff meeting in Term 4 student reflection was discussed. Stage 2 has developed a stage blog for this purpose. This is used by class teachers on the stage to encourage and support the students' reflection of Mathematics. It is expected that after professional learning other stages will follow suit.

4. **Strategy:** Continue to equip all classrooms with quality numeracy resources to support changing pedagogy in the teaching of mathematics.

Outcome: The committee decided to develop and purchase tubs of mathematical equipment for use by each stage out of the stage allocation of the numeracy budget. This is particularly necessary for stages transitioning out of using textbooks. Both Stage 1 and Stage 2 have purchased these. Other stages are continuing to work on the development of these resources.

Conclusions:

- Professional learning in Newman's Error Analysis and Count Me In Too / Counting On
- Stage teams to consider strategies to develop student reflection of their own learning.



Student Performance (all schools) NAPLAN 2012

Lidcombe PS has a Special Education Unit. Results are inclusive of students with Mild Intellectual Disabilities. There were no special education students in Year 3 at the time of NAPLAN testing in May, 2012. Six Year 5 Special Education (IM) students participated in NAPLAN in 2012.

Student NAPLAN Performance Year 3 Literacy

Reading

- performance showing a slight upward trend compared to 2011
- 94% students achieved above minimum standard
- 20% students in Bands 1 and 2 (14% in state)
- 39% students in Bands 5 and 6 (50% in state)
- areas for further development- inferring (uses background knowledge to infer and reason), make predictions about plot and locating information.

Writing

- performance is 3 points above state and 13 points above region
- 8% students in Bands 1 and 2 (8% in state)
- 63% students in Bands 5 and 6 (57% in state)
- 96% of students performing above minimum standard
- increase of 6 students (10%) in Bands 5 and 6 from 2011.
- areas of strength: demonstrates awareness of the intended audience by attempting to orient the reader.
- areas of further development: spells high frequency words and words containing less common digraphs and letter combinations, writes complex texts using paragraphs, consistently uses capital letters and full stops, composes persuasive texts using content specific vocabulary.

Spelling

- Performance showing a slight upward trend compared to 2011 and is above state.
- 8% of students in Bands 1 and 2 (11% in state)
- 61% students in Bands 5 and 6 (50% in state)
- 95% of students performing above minimum standard
- areas of strength- spells a three syllable word with the elided vowel –e, spells a one syllable word with affricative ending, spells a two syllable word with the ending –ance
- areas for further development- past and present tense of regular and irregular verbs

Grammar and Punctuation

- performance showing a slight upward trend moving towards state
- 13% students in bands 1 and 2 (12% in state)
- 47% students in Bands 5 and 6 (56% in state)
- 90% of students performing above minimum standard
- areas for further development: identifies past and present tense of regular and irregular verbs in a simple sentence



Student NAPLAN Performance Year 3 Numeracy

Overall Numeracy

- performance showing upward trend nearly on par with state.
- 20% students in Bands 1 and 2 (13% in state)
- 38% students in Bands 5 and 6 (39% in state)
- 94% of students performing above minimum standard
- areas of strength: Data- interprets information in a column graph, Subtraction- uses face value of coins to find a total and then calculates change, Position- Follows directions on a simple plan, P&A- interprets a rule to determine the first value in a pattern, Length- reads a chart in cm and mm to determine a height
- areas for further development; recalls the number of minutes in half an hour, interprets a calendar to solve a problem

Patterns, Number and Algebra

- performance showing upward trend passing above state
- 17% students in Bands 1 and 2 (12% in state)
- 56% students in Bands 5 and 6 (44% in state)
- areas of strength- Division- uses working mathematically to solve a multi-step problem, addition- solves money problem and calculates the total amount, Subtraction- uses face value of coins to find a total, then calculates change, Subtraction- determines the correct process to solve a word problem, Chance- determines the most likely outcome in a simple experiment

Data, Measurement, Space and Geometry

- performance showing upward trend but is still below state
- 19% students in Bands 1 and 2 (13% in state)
- 35% students in Bands 5 and 6 (42% in state)
- areas of strength: Data- interprets information in a column graph, Position- Follows directions on a simple plan,
- areas for further development: recalls the number of minutes in half an hour, interprets a calendar to solve a problem, Length- reads a chart in cm and mm to determine a height

Student NAPLAN Performance Year 5 Literacy

Reading

- performance showing a slight downward trend compared to 2011
- 83% students achieved above minimum standard
- 30% students in Bands 3 and 4 (18% in state)
- 18% students in Bands 7 and 8 (35% in state)
- areas for further development: Comprehension- inferential and applied knowledge questions

Writing

- 23% students in Bands 3 and 4 (14% in state)



- 17% students in Bands 7 and 8 (23% in state)
- 89% of students performing above minimum standard
- decrease of 12% in Bands 7 and 8 from 2011.
- areas of strength: most items answered on state average
- areas of further development: consistently attempts at spelling using a multi-strategy approach

Spelling

- performance showing downward trend compared to state on an upward trend.
- 19% of students in Bands 3 and 4 (15% in state)
- 54% students in Bands 7 and 8 (41% in state)
- 88% of students performing above minimum standard
- areas of strength- spells two syllable words and three syllable words ending with –ing, correctly spells 2 syllable word, silent final consonant ‘n’
- areas for further development- spells one syllable word with consonant cluster ‘tch’

Grammar and Punctuation

- performance showing a downward trend comparative to state.
- 25% students in bands 3 and 4 (21% in state)
- 30% students in Bands 7 and 8 (35% in state)
- 88% of students performing above minimum standard
- areas of strength: identifies an –ly adverb in a simple sentence, identifies the correct use of its and it's in a complex sentence.
- areas for further development: identifying the correct conjunction in a compound sentence, identifying an error in a subject-verb agreement in a simple sentence, identifies the correct word to complete a complex sentence, verb tense, singular and plurals

Student NAPLAN Performance Year 5 Numeracy

Overall Numeracy

- performance showing downward trend compared to state, which remained on par with 2011.
- 27% students in Bands 3 and 4 (17% in state)
- 29% students in Bands 7 and 8 (31% in state)
- 94% of students performing above minimum standard
- areas of strength: 2D identifies the shape that tessellates inside a given shape, 2D finds the length represented by one unit on a scaled drawing
- areas for further development: Odd and even numbers, 3D view of shapes, compares length, language of chance, interpreting a column graph, determining rule of patterns, lines of symmetry, place value, nets of shapes

Patterns, Number and Algebra

- performance showing downward compared to state which remained on par with 2011
- 28% students in Bands 3 and 4 (18% in state)
- 26% students in Bands 7 and 8 (31% in state)



- areas of strength- uses appropriate strategies to match a word problem and find an unknown, estimates the fraction of a square that has been shaded.
- areas for further development: odd and even numbers, compares length, language of chance, determining rule of patterns, place value

Data, Measurement, Space and Geometry

- performance show downward trend compared to state, which remained on par from 2011
- 19% students in Bands 3 and 4 (15% in state)
- 26% students in Bands 7 and 8 (29% in state)
- areas of strength: Volume- uses given dimensions of two prisms and solve a word problem.
- areas for further development: 3D view of shapes, compares length, interpreting a column graph, lines of symmetry, position

Student NAPLAN Performance Year 7 Reading

- school trend remain the same and below state
- 28% students in Bands 4 and 5 (18% in state)
- 21% students in Bands 8 and 9 (42% in state)
- 61.3% students achieved or exceeded expected growth
- average school growth (59.5) was higher than state (49.8)
- areas of focus: identifies the main purpose of an argument, interprets information implicit in an information text, recognises a character's attitude and mood and interpreting information

Student NAPLAN Performance Year 7 Numeracy

- school slight downward trend
- 26% students in Bands 4 and 5 (22% in state)
- 29% students in Bands 8 and 9 (30% in state)
- 68% students achieved or exceeded expected growth
- average school growth (63) was higher than state (46)
- areas of strength: chance-calculates the probability of choosing one of these elements
- areas of focus: 2D- identifies the 2D shape to match a given description, chance-describes the likelihood of an event using the language of chance

Targeted Interventions

1:1 STLA/L&ST intervention resulted in

- Six Year 1 students improving their reading by an average of 8.1 RR levels in first semester.
- Five Year 2 students improving their reading by an average of 7.8 RR levels in first semester.
- Thirteen Stage 2 students improving their reading by an average of 5.2 RR levels over fifteen weeks.

Language Support Program commenced in Term 3 with baseline data being collected from our Kindergarten students by the speech therapists, using the Renfrew Action Picture test.



36 students were identified as being significantly below the mean for this age group (3.5 - 8.5 years) in using grammar effectively.

Two teachers participated in Reading Recovery (RR) in 2012 and targeted eight students out of the 24 who had the lowest Literacy achievement.

- One student was transferred
- One student was put on hold (due to an individual learning and behaviour plan to meet a disability)
- Three students were referred from the program to the Learning Support Team, due to attendance or learning difficulties.
- Eight students improved their reading by an average of 13 RR levels. (This includes two students who entered the program in Term 3 and achieved 5 and six levels during this time. All of the remaining six students improved by more than 12 levels)

ESL Report - Changes since 2011

Context

91.7% of all LBOTE students at Lidcombe PS are identified in the 2012 ESL Survey as needing ESL Support.

This strongly indicates a high % of students needing ESL help in all classes. There is a strong case for all teachers to be language teachers and to have a strong understanding and shared knowledge of Second language acquisition and use this to support language learning in the classroom all day, every day. All staff were trained in TELL in 2011. 76% of teaching staff are trained in TELL in 2012. 16% of staff are permanent and TELL trained and work fulltime. This impacts on sustainability.

ESL teachers.

Attachment of ESL teachers to Stages is working well

- The Early Stage 1 team maintained a focus on oral language development through in class support for literacy (reading and comprehension, speaking and writing) and withdrawal groups (Early Phase 1 students) focusing on the language of mathematics in preparation for classroom lessons.
- The Stage 1 team continued the implementation of Discovery Learning, led by the ESL teacher/Assistant Principal. Community Language teachers assisted one day a week. The Critical Aspects – Vocabulary Knowledge & Aspects of Speaking were targeted during this time as all students are expected to present an oral reflection.
- Stage 2 ESL role was shared with an untrained ESL teacher to accommodate Reading Recovery and program consistency has been difficult to maintain.
- Untrained ESL teachers were appointed to Stage 3 until a permanent (TELL trained - willing to undertake TESOL training) was appointed in Term 3.

The ESL team meet weekly with school executive and with a regional consultant as needed to focus on Action Learning and professional readings to develop leadership capacity. ESL teachers are taking a stronger role in shared classroom planning and programming. The ESL



team drafted a new ESL policy to empower ESL teachers to collaboratively plan, co-teach and share assessment data with classroom teachers. Action Learning and Stage Team feedback indicate that the ESL team has a stronger understanding of data and how to use data to enhance language learning outcomes. The executive team is strongly supportive of ESL teachers and committed to improving the language development outcomes for students.

NAPLAN Analysis (ESL focus)

Areas of concern:

- aspects of Numeracy where the focus is on language eg problem solving
- aspects of Literacy — understanding of specific grammar features – knowledge of how formal English language is used and understood.

In both areas, there is a concern that the students' level of language development do not match the language levels required to engage successfully with tasks.

Class teachers

Teachers are open to and committed to improving professional knowledge and adopting quality teaching and learning strategies, specific to the needs of the cohort at the school. School priorities focus on staff embedding understandings of TELL/ESL pedagogy to differentiate language acquisition needs of all students. This is evidenced in the Stage Team TARS responses. Teachers indicate a greater understanding of ESL Scales and stage/specialist teams track talking and listening, using the Critical Aspects continuum. Data for talking and listening is collected at stage levels.



ESL Recommendations

Identified Focus Area	RECOMMENDATION:	Recommended School Strategies/Direction
Knowledge of Second Language Acquisition	<ul style="list-style-type: none"> • Maintain understanding that all teachers are teachers of ESL students. • Continue developing a shared consistent knowledge and understanding of Second Language Acquisition and a common professional dialogue to discuss the language needs and development of their students. 	<ul style="list-style-type: none"> • Develop a consistent, whole school approach to professional dialogue that includes L2 understandings. • Increase opportunities for discussion about language development and student needs in all planning and programming sessions. “How will the language needs of the students be met in this... What will present difficulties/ how will they demonstrate achievement?” • All staff implement new school ESL policy.
Understanding and use of ESL Scales Documents and terms “phases”	<ul style="list-style-type: none"> • Continue developing a whole school approach to the use of ESL Scales to assess and track student language development, to identify student language needs and to inform teaching programs. • Ensure a real purpose for this data. 	<ul style="list-style-type: none"> • Identify situations where this data will be used and its purpose in informing programs for ESL students at Lidcombe PS. • Develop whole school system of collecting essential information on language background of ESL students / length of time in an English speaking environment/ language spoken at home etc. • Establish a simple tracking system based on ESL Scales levels for whole school use (as simple as a class list or add to ERN). Build in monitoring procedures for regular updating and data is consistently used to inform teaching and learning. Ensure data is available to all staff and used consistently. It needs purpose and consistent use.
Teaching Practices	<ul style="list-style-type: none"> • Review and refine teaching practices to focus on effective language development strategies (as outlined in the ESL Scales, critical aspects, syllabus or NAPLAN/Best Start) to improve student outcomes. 	<ul style="list-style-type: none"> • Evaluate programs to ensure language focus of lessons are not limited to an understanding of vocabulary – incorporate the sequence outlined in the ESL Steps for all learning activities – Controlled/ supported Guided/ Independent – the second step being crucial. Staff meeting led by consultant may be useful here. • Identify aspects of English that cause difficulties for ESL learners, eg. phrasal verbs, embedded clauses, pronoun



		<p>referencing, etc and develop best practice strategies to teach explicitly. Trial strategies from NAPLAN support documents and share successes.</p> <ul style="list-style-type: none"> • Investigate ways to explicitly teach the use of academic English (CALP) –some stages are addressing this already • Challenge teachers to extend teaching practices to include talking and listening opportunities which will enable students to recycle and apply the targeted language of the lesson. • Encourage teachers to be more explicit with the students as to the language features being targeted in the lesson- tell students up front what the language focus of the lesson is going to be at the commencement of the lesson.
<p>ESL Team and role in school</p>	<ul style="list-style-type: none"> • Maintain an ESL team to focus ESL teachers on their specialist role in the whole school teaching and learning program. • Develop leadership capacity of ESL team to drive ESL pedagogy in teaching and learning programs • Wherever possible, ESL positions are occupied by qualified ESL teachers in a permanent capacity to ensure consistency of programs 	<ul style="list-style-type: none"> • Empower ESL staff, through team meetings, with strategies that will enable them to take a more confident and united role in sharing their expertise in planning and developing language programs within their stages. • Maintain regular attendance at ESL Network meetings by all ESL teachers or a representative • Maintain involvement in staff and stage meetings- supported by supervisor of each stage.
<p>Collaborative Planning and Programming</p>	<ul style="list-style-type: none"> • Maintain ESL teachers' input into planning days • Implement practices of collaborative planning and programming as per school ESL policy • Increase awareness of different modes of “shared teaching” in a classroom. • Identify and record students' language needs and development more accurately using ESL Scales. • Best Start – focus on strategies that provide opportunities for students to 	<ul style="list-style-type: none"> • Improve effectiveness of ESL input into planning days – empower ESL staff with skills to confidently discuss with stage teachers the evaluation of class programs regarding language demands. • Provide opportunities to discuss a variety of team teaching models and share successes. • Discuss the various models of ESL support in the school and evaluate effectiveness in increasing student language development and academic outcomes (Team Teaching modes/groups/withdrawal etc.) • Maintain tracking of language development using Scales levels and use it collaboratively to inform planning, programming assessing and reporting.



	<p>learn, practice and recycle language.</p> <ul style="list-style-type: none"> • Adopt best practice for language teaching as outlined in ESL Steps. 	<ul style="list-style-type: none"> • Critical Aspects – vocabulary aspect not fully supported by DET materials yet- ESL and class teachers to develop communicative activities that promote vocabulary learning and link to content of class program • Incorporate controlled/guided and independent sequence in all lessons (as per ESL STEPS)
<p>NAPs in the school</p>	<ul style="list-style-type: none"> • Establish a consistent whole school understanding of who NAP students are, what this means for them and how their needs are addressed at Lidcombe PS. • Reallocate ESL resources so that NAP students are explicitly targeted in multi-stage groups (eg ES1 and Stage 1; Stage 2 and Stage 3) to maximise classroom resource time. 	<ul style="list-style-type: none"> • Maintain the notion that all teachers are responsible for Newly Arrived ESL students. • Develop teacher skills in coping in the classroom with the needs of newly arrived ESL students. Evaluate timetable to allow time for ESL teacher to provide some NAP resources to classrooms • Provide opportunities for discussion of the progress of NAP students at stage meetings to ensure a shared responsibility.



Technology Report

A Technology Team was established, comprising of teacher-leaders representing each Stage/Learning team to lead effective use of technology to engage students to enhance learning and achievement of school Literacy and Numeracy priorities. The team is supported in Action Learning by two executive mentors and an external leadership coach. The students, parents and teachers were surveyed to measure the team's success in 2012 and to highlight cyber safety needs as areas of focus for the PBIS and Engagement teams.

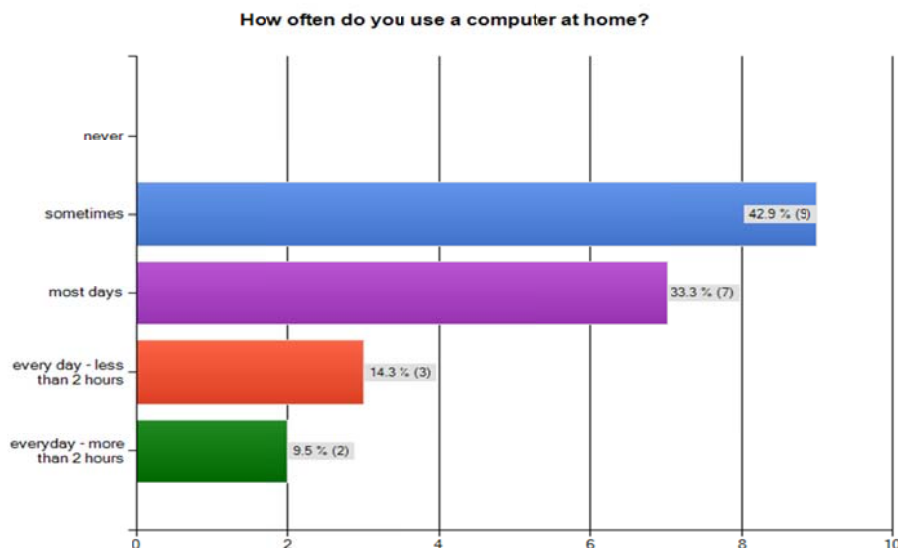
Students

Students accessed the survey by selecting a link that was emailed to their student portal email addresses. Teachers and parents were not informed of the survey so the school could determine the number of students who regularly access the internet through the student portal. Unfortunately two surveys had to be given to the students. A technical error in the first survey had to be reviewed as very few students answered all questions.

The survey was completed by 26 students which represents approximately 5% of the student population at Lidcombe Public School. Of the 26 students that responded :

Stage/Group	Number of students	Percentage
Early Stage 1	0	0%
Stage 1	3	11.5%
Stage 2 (incl. 2/3R)	16	61.5%
Stage 3	6	23.1%
Support Unit	1	3.8%
Did not give class	0	0%

Question 2.

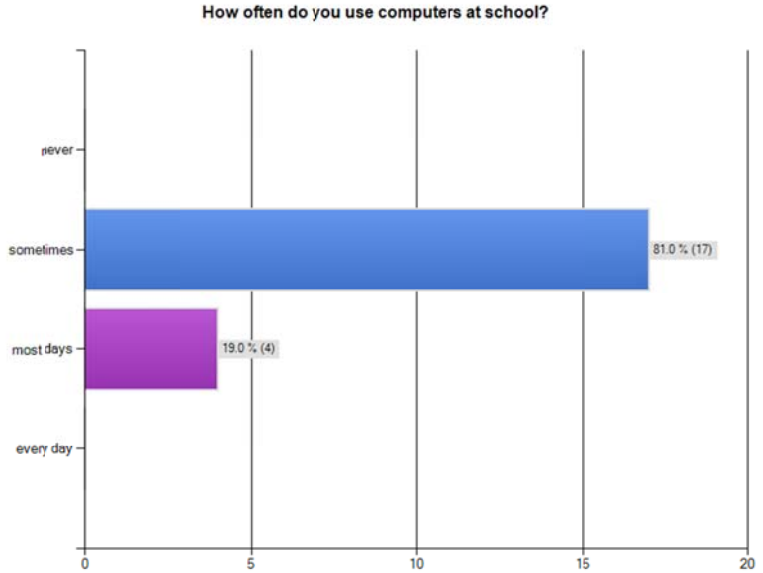




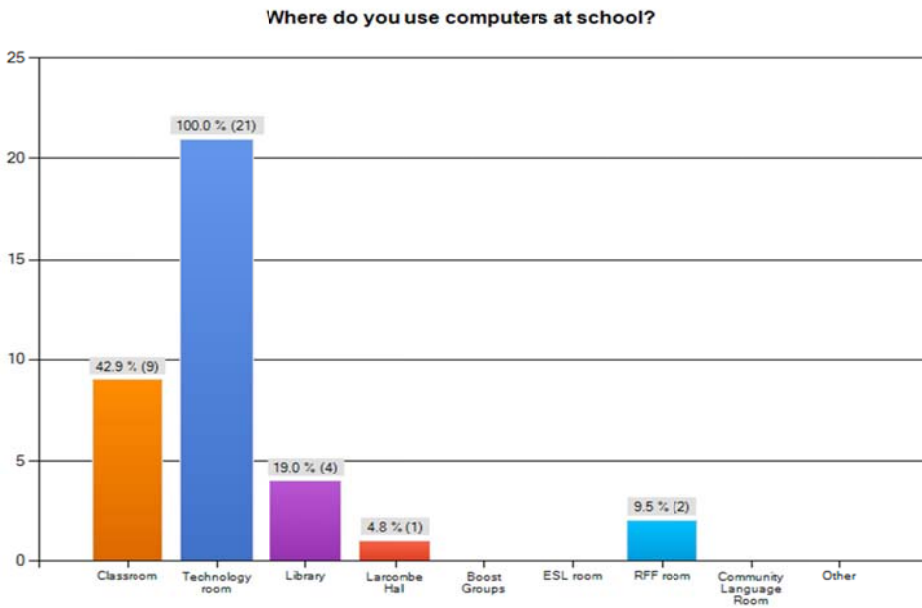
- Compared to 2011, results show a decline in the 'everyday' categories and an increase in the 'most days' category.

Question 3.

- Results are similar to those collected in 2011



Question 4.

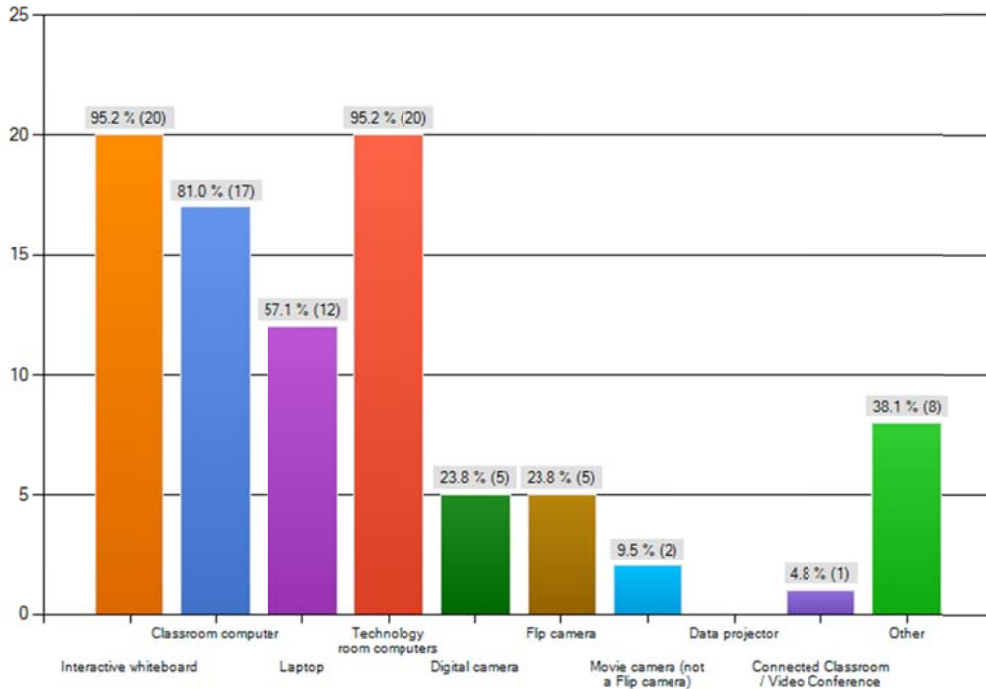


- Compared to 2011, results show a decline in the classroom use of computers (67.6% to 42.9%) and an increase in the use of the technology room (79.4% to 100% of those completing the survey). (Larcombe Hall is a new venue for using computers which was set up in 2012).



Question 5.

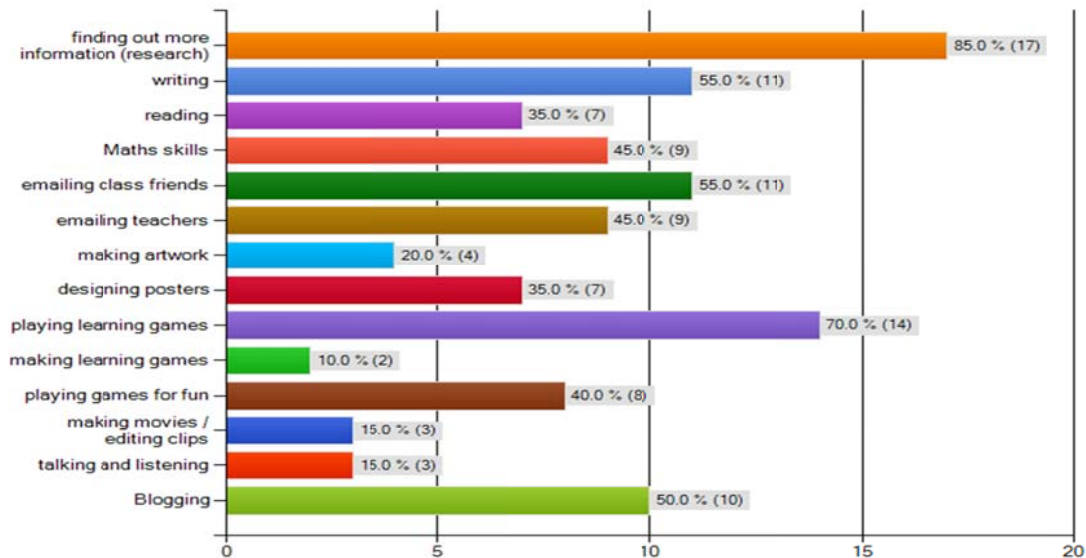
Tick the boxes if you have used any of these at school this year.



- Results increases in students using classroom computers (70.6% to 81% of those completing the survey), the technology room (76.5% to 95.2%) and flip cameras (8.8% to 23.8%).

Question 6.

Tick the boxes to show what you use technology for at school.



Due to

technical issues a smaller sampling of students answered subsequent questions in the survey:

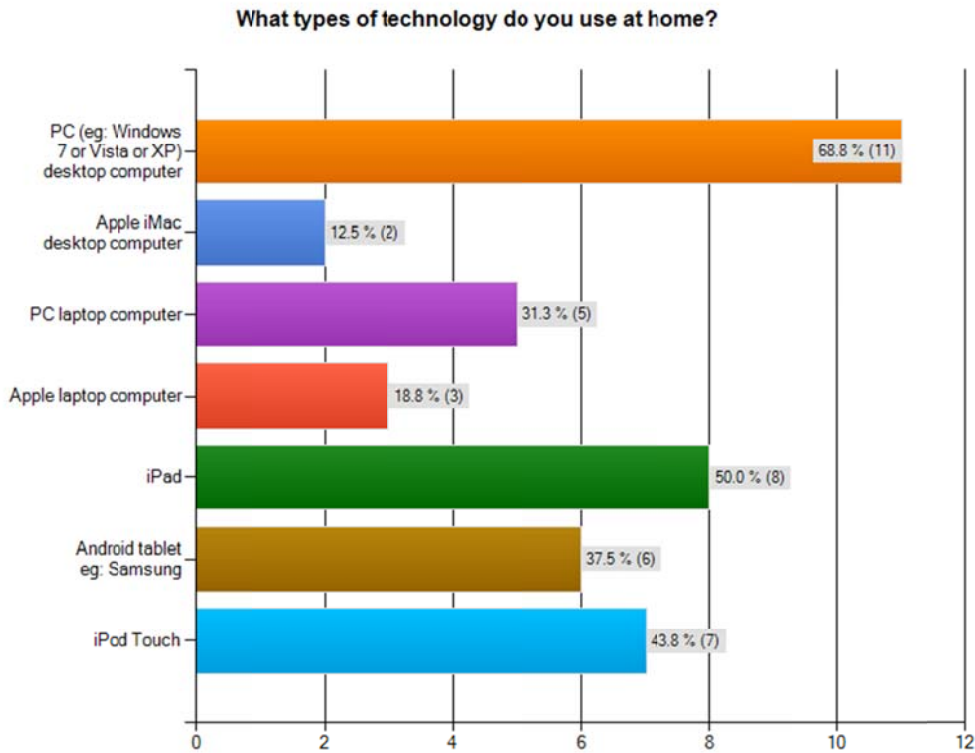


Question 7.

What type of technology would you like to be using at school? (15 responses)

Technology:	Number of students:
iPad	6
Computer/Laptop	5
Connected classroom/Video conferencing	2
iPhone	2
Interactive whiteboard	2
Camera	1
iPod	1
ds	1
nothing	1

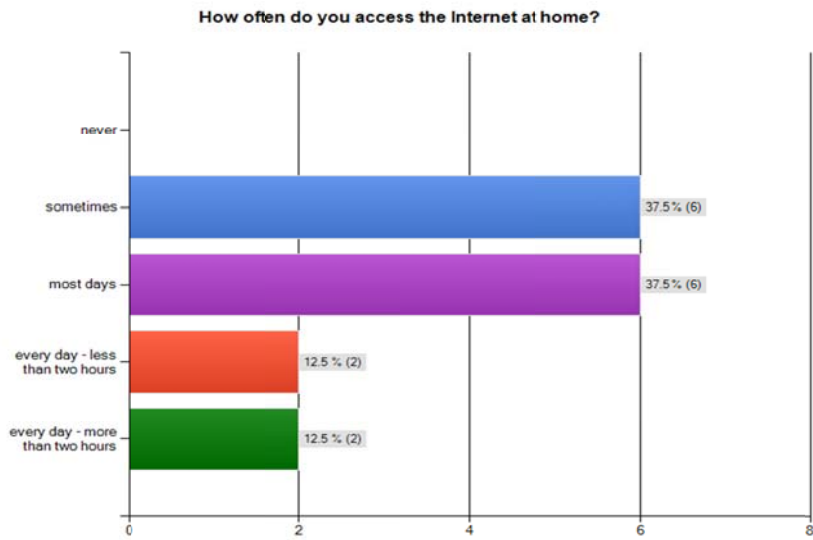
Question 8.



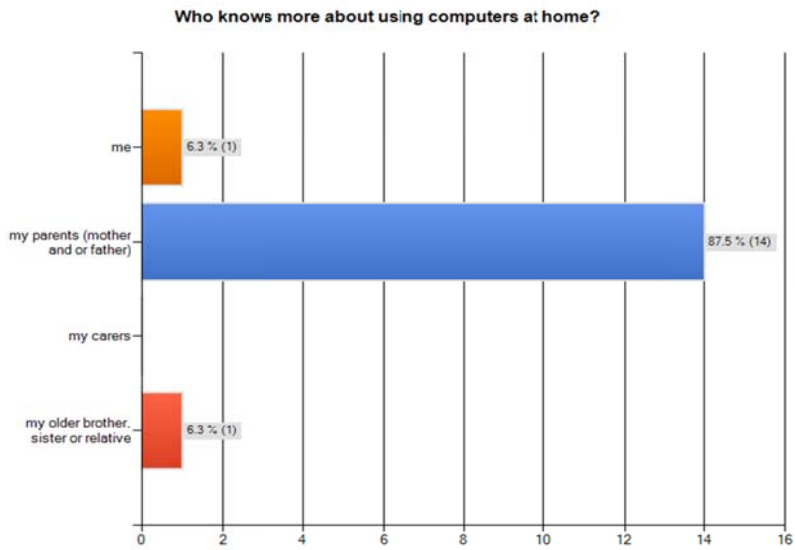
- In addition, 3 students indicated that they use iPhones at home



Question 9.



Question 10.



Question 11.

• How often do you use the Internet at home without your parents or carers knowing? (16 responses)

Response:	Number of students:
never	10
sometimes	6
most days	0
everyday – less than 2 hours	0
everyday – more than 2 hours	0



Question 12.

- *What do you know about cyber safety? (16 responses)*

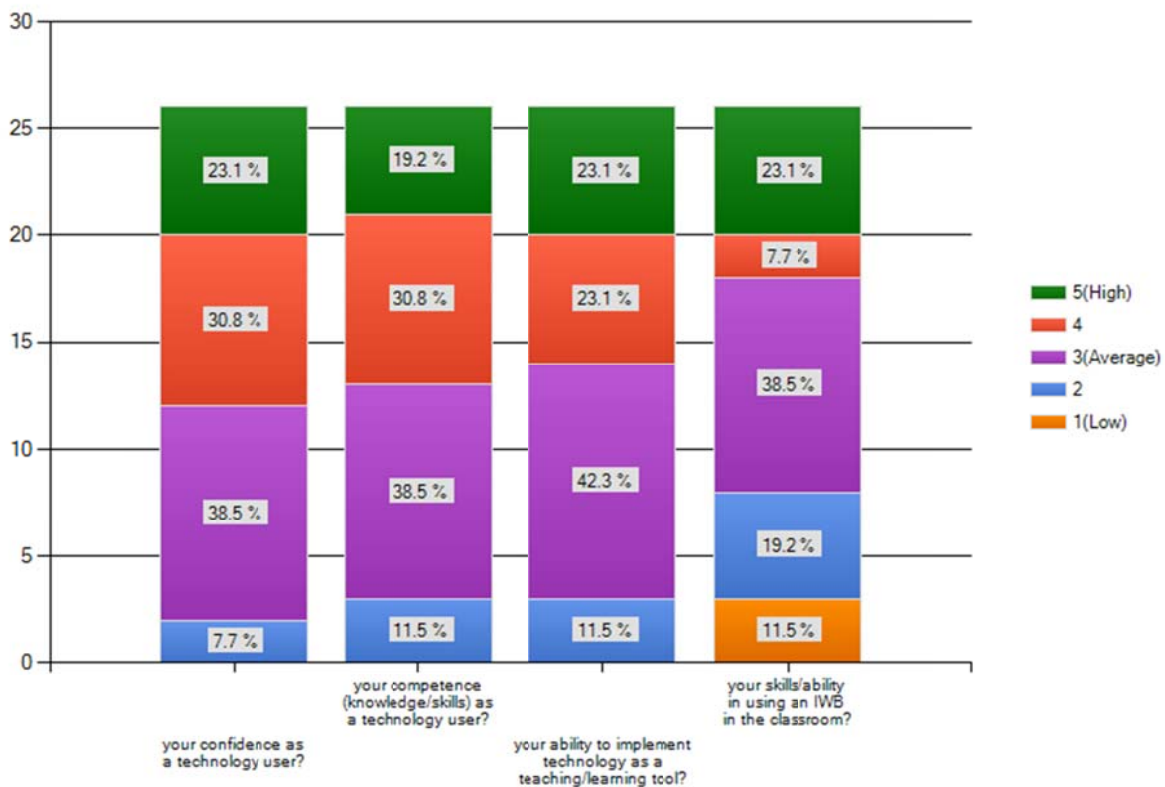
Response:	Number of students:
nothing	2
a little	2
my parents have talked with me about using the internet safely	12

Staff Technology Survey Results:

Staff were surveyed using questions very similar to those asked in the previous two years. The survey was designed to inform planning for 2013 and 28 members of staff responded to the survey.

Question 2.

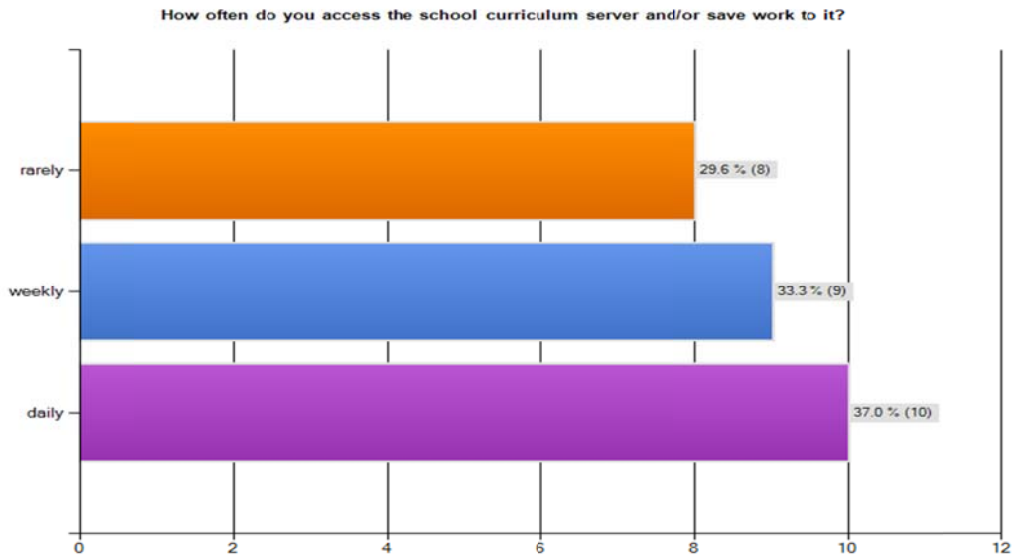
For the following questions please select a rating. (Please note: 1 is the lowest on the scale and 5 is the highest) How would you rate...



- Results were generally similar to those collected in 2011.



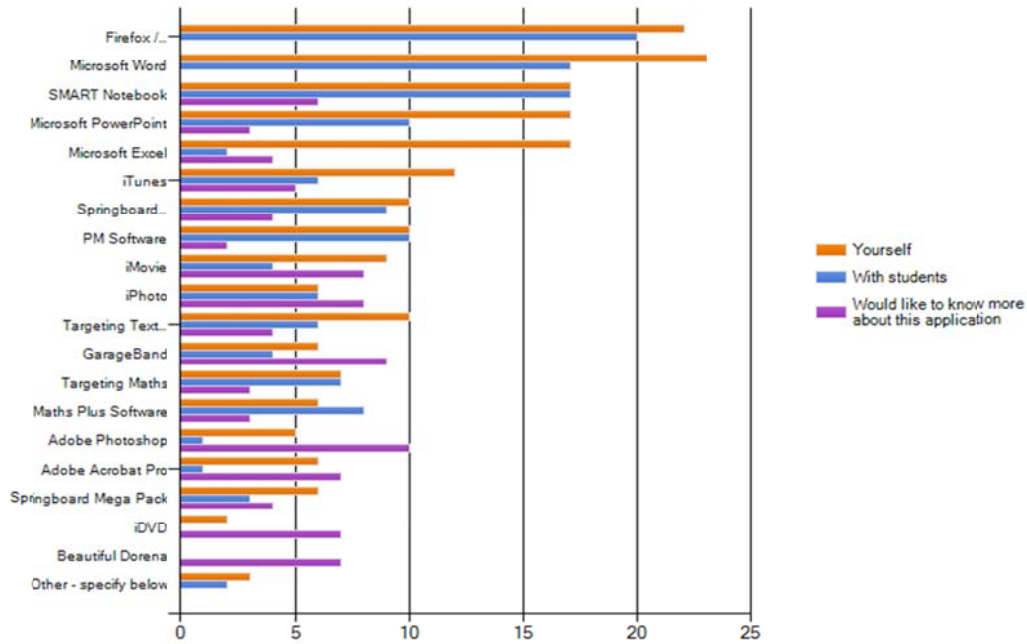
Question 3.



- Further investigation is required to ascertain why a greater proportion of staff were not accessing the server more often.

Question 4.

The following applications can now be found on many school computers or the network. During 2012 which have you used?





Question 5.

During 2012, how have your students used technology to support and enhance their learning? Give examples. (18 responses, 10 missed the question)

Use and examples:	Number of teachers	Percentage
<ul style="list-style-type: none"> • Drill and practice of skills e.g. ReadingEggs, StudyLadder, creation of basic documents/slideshows, interactive counting and hundreds chart, Maths Plus, Crickweb, Rainforest Maths, Writing for Fun, PRC input, Targeting Maths, Grammar Gremlins, speed grid challenge, learning songs, listening post 	11	68.8%
<ul style="list-style-type: none"> • Word processing e.g. typing text, spell check, font/size/colour, writing sessions, publishing writing, using Turkish fonts to create texts, spelling lists, information reports, invitations, making signs, timelines, tables 	14	77.8%
<ul style="list-style-type: none"> • Internet research e.g. researching current topics, webquests, using kidspage portal, COGs, locating information for information reports/prezi 	14	77.8%
<ul style="list-style-type: none"> • Email e.g. chain stories, teaching email skills, sending teachers and students emails 	5	27.8%
<ul style="list-style-type: none"> • Blogging/ using wikis e.g. class, student and stage blogs, lessons on blog commenting 	9	50%
<ul style="list-style-type: none"> • Multimedia presentations (combining text, graphic, sound, movie) e.g. PowerPoint, Prezi, Claymation 	8	44.4%
<ul style="list-style-type: none"> • Web 2.0 tools e.g. Prezi 	1	5.6%
<ul style="list-style-type: none"> • Drawing tools e.g. Tux paint 	2	11.1%
<ul style="list-style-type: none"> • Other: SMART Notebook, YouTube (2), iMovie, Supporting Technology Committee in my capacity as a school leader, Online websites: Reading Eggs, Starfall, Maths Zone, Studyladder etc 		

Question 7.

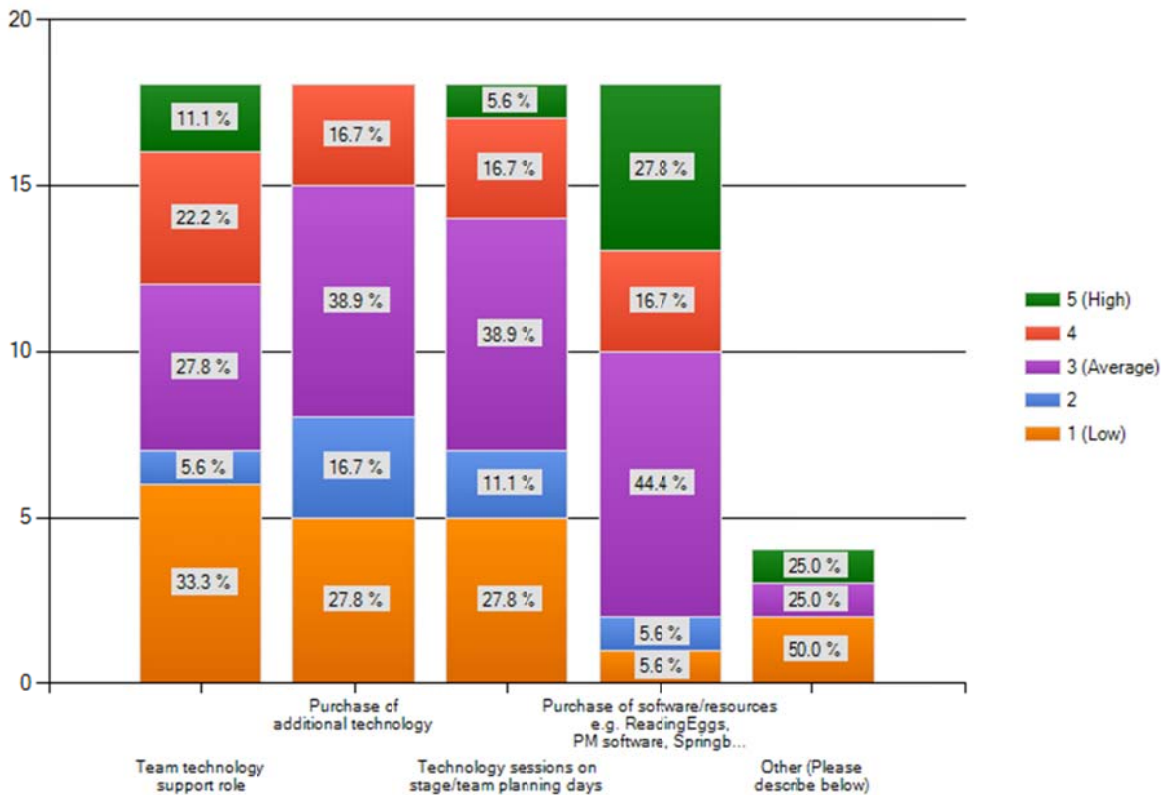
How do you ensure that all students in your class access/use technology every week? (17 responses)

	Number	Percentage
• Technology room time	9	
• Rotating groups/reading groups	3	
• Whole class focus/ demonstration/ IWB	7	
• Roster/ contract time/ weekly timetable	5	
• Borrow laptops	1	
• Ensure access to technology resources	1	
• Action Learning, TARS, program discussion	1	
• Need to work on integrating technology	1	



Question 8.

Please rate the overall effectiveness of the additional support given to teachers to integrate interactive technology into everyday classroom practice:



• Other: two responses suggested there is a need for more access to standard computers in classrooms, one response suggested that more effective use needs to be made of IWB's in the classroom.

Question 10.

• Please indicate two areas of technology in which you would like future professional learning: (14 responses)

Area of Technology	Number of people
• IWB features and effective stage appropriate use, SMART Notebook software, use of for presenting professional learning	10
• Effective use of classroom computers	1
• Time to access websites, web tools, school resources in preparation for effective integration	1
• Using Prezi	1
• iPad/Tablet apps	1
• Technical support, problem solving/ troubleshooting	2
• iMovie, movie making & editing	3
• Using connected classrooms	1
• Websites to assist learning	1
• Collaborative stage planning for technology use	1
• Blogging	2
• Adobe programs	1



Parents' Survey

The printed parent survey was sent to all families to learn about student usage of technology at home and cyber safety issues that can be addressed by parents and teachers, working as partners in our students' learning.

- 92 families returned the survey and all of these stated that they had computers at home. Student classes (the children of the respondents) were fairly represented across the school (K-6). Of these more than 90% have internet access and email accounts. 75% of respondent indicated that they use the computer every day at home, mainly for emailing, research, games and word processing.
- 89% of families allow children to access the internet from home and 71% of families use the computer at home to complete school work. Only 23% of families stated that students use the computer every day. (Most families stated that they did not participate in school based blogs at home and only 33% of students' access school based blogs from home.)
- 82% of families supervise their children's access to the internet and 60% of families locate this access in the family room or lounge room. Students mainly use the computer at home to play recreational games, play educational games or for research.
- Only 10% of families have not implemented any restrictions or supervision of their children's access to the internet. 89% of families stated that they had not experienced any cyber bullying issues.
- 89% of families stated that they knew more about the internet than their children, which is consistent with the findings of the student survey (this differs from the national ACMA research).
- The most popular devices used at home are desktop computers (67%), laptops (60%), tablets (26%) and smart phones (22%)

Conclusions

Parents and students embrace technology and are supportive of cybersafety in the school and at home.

The staff is more competent in using technology to engage students. Professional learning needs to be targeted to providing teachers with: practical ways to embed technology to support school priorities; and engage students as 21st century learners to create, problem solve and share their learning with others. This professional learning needs to be differentiated to meet the needs of a diverse staff. Professional learning in the effective use of IWBs in the classroom is indicated as a need for 2013

A range of different professional learning/sharing & dialogue opportunities need to be planned for 2013, including how to use actual technology and how to manage effective use in the classroom to best support and enhance learning.

The success of the team technology support role was dependent upon the person in the role for each stage team. Consideration needs to be given to the make up of the team.

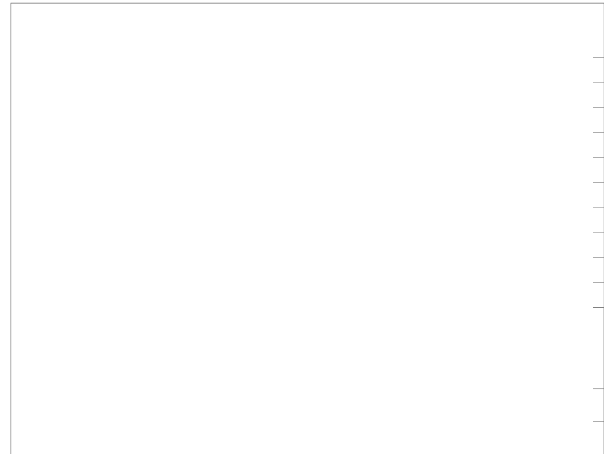
Improving student access to technology in all teaching spaces remains a priority.



Student Welfare and Engagement

The Implementation Phases Inventory (IPI) Semester 2, 2012 shows that consistency needs to be addressed in the maintenance of sustainability.

Level/Subscale	Total Subscale Score ~	Possible Subscale Score	Semester 2 Report
Preparation	20	20	100%
Initiation	23	26	88%
Implementation	18	22	82%
Maintenance	13	20	65%
*Minimal Critical Elements	36	40	90%



To ensure all students clearly articulate behavioural expectations in all school settings and are engaged learners, the following were implemented:

- Five teachers participated in Microskills training, supported by executive staff. Five teachers were introduced to Microskills training at early career teacher meetings.
- Interim school Learning Support Team database to track students who may be “at risk” and highlight for teachers, students in their classes who require:
 - Targeted learning plans (students with language or learning difficulties and refugee students)
 - Individual Learning Plans (ILP) (students with diagnosed disabilities, Gifted and Talented students and students living in Out of Home Care [OOHC])
 - Personalised Learning Plans (PLP) (for Aboriginal and Torres Strait Islander students)
 - Individual behaviour intervention needs (Individual Behaviour Plans (IBP) and Checkers – targeted interventions)
- In supporting teachers in meeting the needs of the students in the point above, the following actions were taken by the Learning Support Team and Executive Staff
 - IEP proforma developed and professional learning for all teaching staff by AP Special Education and executive staff. Stage data shows that where teachers implemented IEPs effectively, those students made significant growth in academic achievement.
 - STARS and refugee professional learning over three sessions, by Multicultural Programs Unit and regional Student Services personnel
 - Out of Home Care professional learning, conducted by the DEC OOHC officer
 - SLSO – integration timetable prioritised by Learning Support Team
 - Appointment of 0.6 speech therapist assessed and identified targeted K-2 students and provided professional learning for all staff in supporting student language development (beginning Term 3)
 - Stage planning sessions conducted for all staff on program differentiation and gifted and talented students, by regional literacy consultant with executive.
 - Action Learning (individual professional learning plans) conducted by Executive, ESL, Technology, CL/RFF and Early Stage One teams and supported by the executive and external leadership coach.
 - Three staff members, including the principal, attended Tier One PBIS training.
 - ALBY (community of schools) Aboriginal professional learning day



- In August 2012 the SRC and Student Leaders conducted a survey to address the success of the PBIS lessons regarding playground behaviour, bullying, in class safety and Immobilisation and Evacuation procedures. 92% of classes responded to the survey.
 - In summary, approximately two-thirds of the students understand the rules for the playground and consider themselves and others to be following them. Unfortunately the figure drops to just 55.5% who are happy with the way students are playing in the playground. Most see additional play activities and play areas as the solution, as well as more positive behaviour.
 - Almost all students are aware of the anti-bullying strategies that have been taught and three quarters of them consider it to be working well or satisfactorily. Again, there are only 54% who think that people are friendlier towards each other in the playground, and many suggest improved attitude would help.
 - When lining up outside the classroom 88% feel that they are following the rules, and most students know the lock down and evacuation sirens and procedures.
 - Unfortunately, the number drops to 71% who are aware of the safety rules for using the chairs and other class equipment.
- In June 2012 the SRC and Student Leaders conducted a survey about how the LPS awards system could be improved: Students reported that many of them are not inspired by the awards, particularly Stage 3 and reasons included:
 - Lack of teacher consistency in using the awards system
 - Time taken and number of awards needed for students to receive happy cards and VIP awards frustrates students
 - Suggestions included prizes instead of VIP awards, linking class award systems to the school awards and afternoon teas with executive for awardees.
- Year 5 students participated in leading playground games for K-2 students, focusing on areas of need identified by school data
- Engagement team organised signage for display across all school settings to reinforce PBIS lessons.

In 2012:

- an average of 98% students remained green, consistent with the past five years
- no students received suspensions, down from two in 2011
- six students participated in Checkers
- thirteen students were identified as refugees
- nine students identified as OOHC
- four students were identified as Aboriginal and all have PLPs
- four mainstream students were initially identified as eligible for integration support (prior to ESES)
- 32 students were enrolled in the Special Education Unit for intellectual disabilities
- 15 students have health care plans
- 43 students have receptive and /or expressive language disorders
- 6 mainstream students have diagnosed disabilities (After ESES, only two are eligible for additional regional support.)
- Playground audit conducted in Term 3 showed that only 50% of students were wearing hats on the playground and of these, 85% had hats with them.

Leadership team and teachers with expertise met with parent groups to inform them of best practices reflecting school welfare priorities:

- Parent teacher evenings, high school orientation, open classroom visits and parent teacher interviews were well attended.



- PBIS (focus on family and classroom systems) was not offered to schools this year.
- NAPLAN parent information session was held at the beginning of Term 2 and attended by the community engagement officer (CEO), three teachers and ten parents.
- A Discovery Learning workshop was held for parents about talking and listening and attended by the CEO, two teachers and more than 20 parents. Teachers opened their classrooms to demonstrate Discovery Learning in practice.
- A parent workshop about the school's anti-bullying plan, cyber safety and technology usage was conducted by four teachers and the community engagement officer (CEO). Seven parents attended. Information from the parents is being incorporated in the school's review of these procedures. A ThinkUKnow presentation was offered by the Federal Police at Birrong PS to families and staff at Lidcombe PS. It was attended by one teacher and one parent.
- Safety lessons eg: immobilisation and evacuation were developed by the Engagement Committee and provided to all teaching staff. The whole school response to the Term 3 immobilisation drill indicated that many students had not practised the procedures with their teachers.
- The community engagement officer and two teachers led workshops with parents about school WHS procedures. This was attended by ten parents.
- The community engagement officer and one teacher held a workshop with parents to develop consistency in the wearing of school hats and procedures for school staff to follow. This was attended by five parents.
- Fifteen parents participated in a focus group to elicit the community's view about the current awards system, conducted by one teacher and the community engagement officer.
- African Multiculture Café conducted by the community engagement officer, DEC education liaison officer and teacher was attended by two families.
- The community engagement officer organised a number of regular events, including school parent outings, to build the community socially, and support staff with resource making.

The following school policies and procedures were developed or reviewed in 2012:

- Repetition Policy
- Wearing of School Hats Procedures
- ESL Policy
- WHS, including Immobilisation and Evacuation
- Learning Support Team
- School Awards (Student Welfare)
- Anti-bullying, including cybersafety and digital citizenship
- PBIS matrix to include classroom settings.

Recommendations:

- Ensure consistency and relevance of student welfare programs is implemented by all staff. The executive needs to be supported by all staff in monitoring the implementation of engagement intervention, including attendance, Microskills, teaching of all PBIS lessons, documentation and implementation of IEPs, TLPs and PLPs.
- Increase active participation of parents in school priorities by building synergy and increased accountability of Community Engagement plan and School Priority Committee plans to the overall 2013 School Plan, monitored by the executive team at regular intervals each term.
- Ensure that the recording of information being handed on to subsequent teachers by current classroom teachers is accurate and contains sufficient detail.



TARS Report - Community Language and Release from Face to Face Team

The Community Language and Release from Face to Face (CL/RFF) team have undertaken Action Learning in 2012 to embed TELL pedagogy and technology into classroom practice by increasing their differentiation of outcomes for students. This involved:

- Planning sessions for team members to develop differentiated units of work and rubrics to measure student achievement against outcomes
- Meetings with the regional literacy consultant to guide team members' understandings of differentiation and develop programs
- Increased access to technology for all team members
- Regular student data collection and professional dialogue about that data
- Action Learning. Team professional goals included:
 - Become accredited as a professional teacher (x2)
 - Improve students' outcomes in relation to the Chinese K-6 syllabus
 - Improve literacy for Stage 1 students
 - Increase student engagement for class X. Students will be motivated to participate in activities and complete tasks in a timely manner.

CL teachers who work more three or more days a week completed a survey about their professional learning in 2012. Findings were:

- All teachers identified changes to their professional practice. The most common were:
 - Increased focus on differentiation 100%
 - Greater use of technology 50%
 - Less behaviour management and more time for teaching and learning 50%
- All teachers reported that these changes made a positive impact to student learning. The students were given work that suited their abilities and student engagement had increased. Students were happier and completed their work on time
- All teachers reported that they used assessment and gave examples to show how they used student data to inform their planning
- All teachers identified how they utilised ESL pedagogy in the teaching of their language. Strategies include modelling and scaffolding language, vocabulary development, visuals and drama.
- Each teacher gave an example of a short, explicit lesson reflected the team's professional learning in 2012.

Recommendations

- Continue action learning, encouraging professional dialogue about student data, ensuring that this data informs the teaching and learning cycle
- Plan differentiated assessment cycles in advance, as part of backward mapping based on current student data
- Build on professional dialogue and teacher-leader capacity between class teachers, ESL team, speech therapists and CL teachers to enhance student achievement in talking and listening

Staff profile

In 2012, 54 positions were occupied by teaching staff (48 in 2010).

Executive Leadership

Only 2 of the 7 executive team members have occupied a substantive executive position at Lidcombe PS since 2010.

4 executive positions are held by substantive, non-teaching executive

2 of the five assistant principals are substantive assistant principals and 1 is new to the school in 2012.

3 positions are occupied by relieving assistant principals. One of these positions is part time.

1 of the BOOST mentoring roles is occupied by a relieving assistant principal.

1 relieving assistant principal is a qualified ESL teacher.



All Teaching Positions

22% are in their first year at Lidcombe PS (15% in 2010)

20% are in their second year at Lidcombe PS (6% in 2010)

46% have been at Lidcombe PS for 3 or less years (35% in 2010)

35% are Early Career Teachers (19% in 2010)

37% are engaged in temporary positions (29% in 2010)

57% are employed in permanent positions (66% in 2010)

11% are on maternity leave - *2 teachers fulltime and 5 teachers part time* (21% in 2010)

2 teachers are employed as highly accomplished teachers in other Low SES NP schools.

Staff changes over the past two years have impacted school sustainability of teacher professional knowledge, skills and practices developed since the Low SES National Partnerships began in 2010. It is recommended that the school explores other methods to build sustainability by making its practices and procedures more explicit for new staff to easily understand.

Early Career Teachers (ECT)

Due to the large number of teaching staff at Lidcombe Public School and the schools involvement in National Partnerships Early Career Teacher (ECT) numbers fluctuate, as many members are temporary. (In 2012 there are 19 identified as ECT) The group usually consists of approximately 10-15 teachers with two subgroups identified: those who have attained accreditation and those yet to attain accreditation. Attendance at the Early Career Teacher meetings is usually dominated by the second of these subgroups with an average of eight teachers in attendance at each meeting. In addition, at least three members have attended the Bankstown SEG ECT Support Group meetings and others sent on DEC Teacher Professional Learning courses.

In 2012 ECT meetings have covered DEC policies, the school discipline and rewards system, reporting and SBSR, the Micro Skills of Behaviour Management booklets 1-3 (Christine Richmond) and the NSW Institute of Teachers Teaching Standards and the Accreditation process.

Accreditation support is delivered to ECTs both as a group and individually. Currently four teachers have attained Accreditation at Professional Competence in 2012 with another six teachers aiming to complete theirs by the end of this year.

Recommendations

- Teaching and Learning Programs Policy is updated and professional learning dedicated to programming at the beginning of the year which is followed up in ECT meetings as this is the area most identified for professional development by ECT members.
- Teaching and Learning Programs Policy explicitly states that staff reflect on student data as the first step in the teaching and learning cycle.



Community Engagement - Parental Involvement 2012

Harmony Day – a nice way to start the year and with 30 attending this year was our biggest yet.

Clean Up Australia Day – we opened this up to parents to come along and help out on this afternoon with 28 parents replying. Unfortunately the event was cancelled due to bad weather, twice.

Playtime – these sessions have grown considerably this year with the average number of children attending each week around 20 or so but has been as high as 35.

Resource Group – has a steady attendance of 3-4 with a couple of Korean mums who also attend for a short time and like to take 'homework' home. Another mum who used to attend now helps out with discovery learning in class at the same time so will occasionally take 'homework' as well. Another mum who was a regular last year went back to work.

Knit & Sip group – while we still had 12 blankets knitted this year only one parent came to the afternoons. Most preferred to knit at home and drop their blankets off. My initial aim this year was to be able to have some of the mums help to teach some of the kids knitting skills, however, due to lack of numbers this did not come about unfortunately.

Library Group – continues to have 4-5 mums most weeks. One mum doesn't come to group but takes home a bag of books to repair/cover at home on a regular basis.

Art Group – totally run by a parent now with a couple of participants each week. There have also been a few mums who have come for a few weeks and then stopped for various reasons.

Multiculture Café – once again a very popular morning for the Turkish, Korean and Chinese communities. Having the Community Language (CL) teachers in attendance for the first part is beneficial. Tried Indian/Pakistani communities twice with only one parent coming along (a new kindergarten parent) who thought it was a good idea. We held an African afternoon café with two families attending. The first Pacific Islander café this year brought no one but on talking to them in the playgroup the early morning timing didn't suit most. Retried a few weeks later in the afternoon time slot and 4 came along. The Arabic community do not seem to respond at all to these, possibly because language is quite a barrier to a number of them and the lack of a stable CL teacher to help liaise has been a drawback.

Multicultural Storytime – held one week a term in terms 1 and 2, ran out of time in term 3 and scheduled for week 6 Term 4. This is very popular with the younger years especially with between 30 and 50 children attending. The parents invited to participate thoroughly enjoy the opportunity to read to the children in their mother tongue. The purchase of additional storybooks in other languages will allow us to extend the invitation to a more varied group of parents.

Gardening group was quite strong early in the year and actually started up on its own this year with 5 or 6 coming when they had time.

Raising Great Kids Parent Workshops- had 4 mums attend each of the 6 sessions and two other mums who attended one session each (one at session 1 and one at session 5). Another family was invited to attend via school counsellor half way through, however, timing didn't suit and hadn't seen it advertised in the newsletter.

Pre Kinder Playgroup – started in Term 3 this year. Proved quite popular again and continuing with another 3 in Term 4. The last two will be advertised to all 2013 kinder enrolments.



Parent Excursions – one in term 2 and term 3, have both been well attended. Term 2 was Sydney Fish Markets with 8 coming along. Term 3 at Madame Tussaud's was the best attended with 17 attending.

P & C Meetings are relatively well attended – not huge numbers but regular attendees at most meetings.

Classroom Helpers – we have a few parents helping in classrooms on a regular basis but think this is an area we should work on. Best way for parents to learn and understand what happens is to see it first hand. Education Week inviting parents into the classrooms was a great start and was well attended.

Events like Mother's/Father's Day Stalls, Cross Country Fun Run, Athletics Carnival, Swimming Carnival, Community Celebration Day are very well attended with plenty of helpers when called for. This is a big change from a few years back. We do need to be careful that if we are calling for helpers we actually use them. Comments from parents at Athletics Carnival was, "I'm not really doing anything", "just told to follow my child's group around" are detrimental to our encouraging participation from parents.

Parent Workshops

NAPLAN – 9 parents attending

Discovery Learning – 20 parents attending

Number Games for Preschoolers – 12 attending

WHS Parent Workshop – 8 parents attending

Parent Forum – Hats – 6 parents attending

Parent Forum – Cyber Safety - 5 parents attending. I did book in Flemington Local Area Command to come and talk about cyber safety as well, however, the officer was unable to attend due to ill health. Decided to re-book early next year.

Parent Forum – School Awards – 12 parents attending



Section 4: Progress towards targets and strategies from the 2012 School Plan

For assistance in completing this table please refer to the example provided in Appendix one on page 14. Use as many rows as required.

What did we say we would achieve? Target (from School Plan)	How well did we do it? How effective were our strategies?		Where to next? Future directions?			
	Progress towards target Select:	Evidence of progress towards target	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
Decrease the number of Year 3 students in the lowest 2 skill bands in Reading to less than 18%.	Basic (progress made)	2012 NAPLAN: 20% students (in Bands 1 and 2). However, our School stage data for Year 4 (2011 NAPLAN cohort) indicates only 8% of mainstream students in bottom 25%	Executive Action Learning has assisted the executive in identifying from student data, priority areas for learning, eg. comprehension. Past NAPLAN, Best Start, L3, Critical Aspects continuum tracking and school based stage assessments identify student needs to inform targeted, explicit lessons, student groupings and co-ordinate resource planning for ESL, L&ST, BOOST co-teaching and collaborative programming with class teachers in stage teams to differentiate student learning L3 Professional learning has proven effective in providing short, sharp, explicit lessons. Discovery Learning (K-2) has been effective in developing language and grammar with directed talking and	Although our NAPLAN results don't reflect it, our current strategies have proven successful in our school based assessment data, despite mobility of both students and staff impacts on sustainability: - continue to build on teacher capacity - consistency of teacher judgment - embed language from talking and listening into reading and writing. - visual literacy focus	Decrease the number of Year 3 students in the lowest 2 skill bands in Reading to less than 17%.	Maintain strategy (no description) Greater emphasis on classroom achievement: 5 week teaching and learning cycle informed by data analysis Teachers more responsible and accountable for data analysis through Action learning and CTJ. Increased co-teaching and collaborative planning between ESL, L&ST and class teachers targeting - vocabulary and language usage - focus on talking and listening Speech therapists to provide more hands on support to inexperienced teachers to support students with language needs. Lesson goals clearly communicated to students and explicit teacher feedback to those students based on those learning goals.
38% of Year 3 students at proficiency standard (Bands 5 & 6) in NAPLAN Reading.	Sound (target achieved)	2012 NAPLAN: 39% in bands 5 and 6. School stage data: Year 4 (2011 NAPLAN cohort) had 58% of mainstream students in top 25%			44% of Year 3 students achieve the proficiency standard (Bands 5 & 6) in the NAPLAN Reading test.	
Decrease the number of Year 5 students in the lowest 2 skill bands in Reading to less than 22%.	Basic (progress made)	2012 NAPLAN: 30% of students in Bands 3 and 4. However, our School Stage data for Year 6 (2011 NAPLAN cohort) indicates 7% of mainstream students in bottom 25% of school based data			Decrease the number of Year 5 students in the lowest 2 skill bands in Reading to less than 21%.	



What did we say we would achieve? Target (from School Plan)	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
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34% of Year 5 students at proficiency standard (Bands 7 & 8) in NAPLAN Reading	Basic (progress made)	NAPLAN 2012: 18% of students in bands 7 and 8. However, our School stage data for Year 6 (2011 cohort) indicates 35% of mainstream students in top 25%.	listening. BOOST program (K-2) involved demonstration lessons of super six (from previous page) comprehension strategies. 3-6 have successfully used resources such as PROBE to differentiate reading groups and develop targeted learning plans targeting vocabulary and inferential comprehension. ILPs and PLPs that were embedded in class programs, were effective in helping targeted students improve their results in Literacy.		30% of Year 5 students at proficiency standard (Bands 7 & 8) in NAPLAN Reading	Revise strategy & describe (from previous page) Use of technology, ILPs, PLPs and IBPs embedded into every day teaching practice to increase student individual achievement and engagement. Further professional learning to familiarise staff with NSW draft syllabus outcomes
60% of Year 5 students achieving or exceeding minimum growth in NAPLAN Reading.	Basic (progress made)	NAPLAN 2012: 48.4% of students achieved minimum growth in NAPLAN Reading. Average growth is just above state	ILPs and PLPs that were embedded in class programs, were effective in helping targeted students improve their results in Literacy. Training in Best Start, SENA and L3 assisted K-3 teachers in identifying student needs and		55% of Year 5 students achieving or exceeding minimum growth in NAPLAN Reading.	
More than 68% of Year 5 students achieving or exceeding minimum growth in NAPLAN Numeracy.	Basic (progress made)	NAPLAN 2012: 61.9% of students achieved or exceeded minimum growth. Year 5 Boys- are 34 scale scores above the state average growth in Numeracy.	ILPs and PLPs that were embedded in class programs, were effective in helping targeted students improve their results in Literacy. Training in Best Start, SENA and L3 assisted K-3 teachers in identifying student needs and	Although current strategies have proven successful, mobility of both students and staff impacts on sustainability: - continue to build on teacher capacity - consistency of teacher judgment - embed language from	More than 65% of Year 5 students achieving or exceeding minimum growth in NAPLAN Numeracy.	Maintain strategy (no description)



What did we say we would achieve? Target (from School Plan)	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
	Progress towards target Select:	Evidence of progress towards target	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
Decrease the number of Year 3 students in the lowest 2 skill bands in Numeracy to 18%	Basic (progress made)	NAPLAN 2012: 20% of students in bands 1 and 2 2% of mainstream students in bands 1 and 2	developing short, sharp explicit lessons for students. Mathematics Olympiad, Discovery Learning or group work, coupled with collaborative planning between class teachers, ESL and L&ST proved effective in reinforcing (from previous page) language concepts and problem solving strategies, however, more professional learning is needed in this area. Apart from the Think Tanks, Origo Mathematics was not used in 2012 due to insufficient professional learning. This is in part, due to staff changes, resulting in the persons with knowledge of Origo leaving the school. Problem solving blogs works successfully in Stage 2	talking and listening into all aspects of numeracy and problem solving - visual literacy focus as it applies to problem solving strategies Further professional learning in using Newman's Error Analysis, SENA and the numeracy continuum is needed to assist teachers in identifying student needs. Teachers also need to identify whether student mathematics textbooks are relevant to differentiating numeracy strands for students.	Decrease the number of Year 3 students in the lowest 2 skill bands in Numeracy to 17%	Maintain strategy (no description)
Increase the number of Year 3 in bands 5 and 6 in Numeracy to more than 27%.	High (target exceeded)	NAPLAN 2012: 38% of students in bands 5 and 6 School stage data in Measurement & Space saw an increase of 48% to 57% of Stage 2 students in the top 25% over 5 weeks in Term 3.			Increase the number of Year 3 in bands 5 and 6 in Numeracy to more than 38%.	Maintain strategy (no description) Embed technology to engage students in problem solving Tracking of students on the Numeracy continuum
Decrease the number of Year 5 students in the lowest 2 skill bands in Numeracy to less than 18%	Basic (progress made)	NAPLAN 2012: 27% of students in lowest two skill bands. School data: 1 Year 6 (2011 cohort) mainstream student in bottom 25%.			Decrease the number of Year 5 students in the lowest 2 skill bands in Numeracy to less than 20%	Revise strategy & describe 5 week teaching and learning cycle Focus on number, fractions and decimals, 3D, odd/even numbers and chance
Increase the number of Year 5 in bands 7 and 8 in Numeracy to more than 43%.	Basic (progress made)	NAPLAN 2012: 29% of students in bands 7 and 8. This was close to the state average (31%) Year 6 school data (2011 cohort): 54% in top 25%			Increase the number of Year 5 in bands 7 and 8 in Numeracy to more than 35%.	Revise strategy & describe Problem solving skills Newman's Error Analysis Problem a day (using NAPLAN problems)



What did we say we would achieve? Target (from School Plan)	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
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82% Year 3 students at or above minimum standard in numeracy	High (target exceeded)	NAPLAN 2012: 94% of Year 3 students at or above minimum standard			95% Year 3 students at or above minimum standard in numeracy	Maintain strategy (no description) Challenge high expectations
Improved student outcomes in Reading with an emphasis on development of quality pedagogy to improve students' comprehension and talking and listening skills.	Sound (target achieved)	ES1: L3 data shows that students have already exceeded or are close to meeting end of Term 4 L3 expectations at the end of Term 3. School stage data (detailed in full NP report) shows consistent improvement and growth in reading across all stages and in targeted interventions (L&ST, ESL and Reading Recovery).	L3 and Discovery Learning have been highly successful. Language Support (speech therapy support) began in Term 3 and more time is needed to assess the effectiveness of this program. BOOST program, when modelled by teachers with expertise, has proven highly successful	Last year of national partnership, so the school needs to build sustainability with new staff and make procedures explicit. This will ensure that they have the confidence and skills to assess student achievement and articulate this in team meetings using professional dialogue and consistency of teacher judgment.	Continue to improve student outcomes in Reading with an emphasis on development of quality pedagogy to improve students' comprehension and talking and listening skills.	Revise strategy & describe More opportunities for talking and listening for students K-6 Collaborative planning and co-teaching between classroom teachers, executive and specialist staff in developing IEPs, PLPs and targeted learning plans. Emphasis on explicit feedback and lesson goals that are clearly articulated to students.
Improved student outcomes in Numeracy with an emphasis on development of quality pedagogy to improve students' understanding of mathematical language.	Basic (progress made)	Best Start SENA: ES1: 12% increase in students "counting On" over 2012. Stage 1: 24% increase of Stage 1 students achieving top 25% of total score. NAPLAN: upward trend in Year 3; downward trend in Yea 5 compared with state Stage 2 data: 9% increase in the top 25%;	Newman's Error Analysis has been introduce to staff. ES1 working in Count Me In Too groups Stage 1 were supported by Best Start consultant to differentiate Number lessons Apart from the Think Tanks, Origo Mathematics was not used in 2012 due to insufficient professional	School is on track, but still needs to focus on number and implementing a range of problem solving strategies.	Continue to improve student outcomes in Numeracy with an emphasis on development of quality pedagogy to improve students' understanding of mathematical language.	Maintain strategy (no description) Professional learning needed in Count Me in Too / Counting On, Newman's Error Analysis and NSW draft syllabus



What did we say we would achieve? Target (from School Plan)	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
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		4% decrease in the lowest 25% Stage 3 data 22% decrease in errors for Year 5 students and a decrease of 20% for Year 6 students	learning, due to staff changes, resulting in the persons with knowledge of Origo leaving the school in 2011/12 Stage 2 and 3: ESL and L&ST involved in problem solving lessons with a focus on the language of mathematics. Stage 2 working effectively on "A Problem A Day" working mathematically strategies.			
To develop an inclusive, positive and safe school culture.	Sound (target achieved)	PBIS and Engagement data: 98% "Green" students, nil suspensions and increased attendance at P&C meetings and community events.	Programs in place include Student Representative Council, Staff School Priority Committee structures to distribute leadership. Community events are well attended by students, staff and an increasing number of parents.	Sustainability of programs is an issue that challenges the consistency of school wide expectations, due to staff mobility, as shown in the IPI survey.	To develop an inclusive, positive and safe school culture. 99% of students will remain "Green" and our average number of slips will come down to Orange = 12, Red = 6, Purple = 6.	Maintain strategy (no description)
All students clearly articulate behavioural expectations in classroom settings	Sound (target achieved)	PBIS and Engagement data indicates that 98% of students are "Green" and know the school rules. Nil suspensions and reduced incidence of repeat offenders attending detention.	Consistency of staff in following school expectations has been an issue. The engagement team has developed more explicit lessons and a number of procedures /policies were reviewed to support new staff in the school.	Sustainability of programs. This school has a high transience of students, staff and community.	All students clearly articulate behavioural expectations in classroom settings. Survey results to indicate 95% of children can state our rules and why they are in place.	Maintain strategy (no description)



What did we say we would achieve? Target (from School Plan)	How well did we do it? How effective were our strategies?		Where to next? Future directions?			
	Progress towards target Select:	Evidence of progress towards target	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
Continue to inform the parent community about school policy and procedures and how to support their children at school.	Sound (target achieved)	Open day, parent information evenings, parent teacher interviews and community celebration day were all well attended. Increased participation at P and C and school led parent information events..	Increased parent participation in community engagement events, but these are regularly attended by a small representation of the whole school community. 92 families returned community surveys compared with 24 in 2011.	Still need a greater emphasis on directly informing the community about school priorities, policy and procedures	Continue to inform the parent community about school policy and procedures and how to support their children at school. Our rate of parental involvement should increase to at least 25% of our family population.	Revise strategy & describe Community engagement plan to be closely linked to whole school plan priorities and regular collaborative planning between CEO and executive team.
To promote quality learning for the whole school community through proactive programs that promote student engagement and resilience for all students, but particularly for boys; support for 'at risk' learners in all grades and at all levels (Students with disabilities, Refugee, Aboriginal, ESL and OOHC students); enhanced	Basic (progress made)	Student ILPs, IBPs and PLPs, etc Class programs, Professional action learning plans, Review meeting minutes, Stage literacy and numeracy data.	The school has sound procedures for identifying students who may be at risk, have learning difficulties, disabilities or are refuge. Aboriginal, OOHC, ESL or Gifted and Talented. Teachers have been given a lot of professional learning and support to differentiate class programs and develop ILPs, IBPs or PLPs for students in their classrooms. Stage data shows that where the ILP has been embedded into daily classroom practice, the targeted student made greater improvement than his or her peers. This is because the teacher has a greater understanding of the student's needs and develops a closer	All teachers need to embed ILPs and PLPs as part of their daily teaching practice and update on a regular basis, eg: every 5 weeks, informed by student data. More considered selection of and greater collaborative planning and dialogue between teacher leaders and executive to build sustainability of school priorities and ensure that planning directly supports stated school targets.	To continue to promote quality learning for the whole school community through proactive programs that promote student engagement and resilience for all students, but particularly for boys; support for 'at risk' learners in all grades and at all levels (Students with disabilities, Refugee, Aboriginal, ESL and OOHC students); enhanced parent participation and learning; and build teacher capacity in the use of technology to enhance student learning	Maintain strategy (no description) Describe new/revised strategies: Considered selection process for teacher leaders to ensure sustainability. Greater accountability of all school programs to the school plan, supported by regular, planned dialogue and collaborative planning with school executive team.



What did we say we would achieve? Target (from School Plan)	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
	Progress towards target Select:	Evidence of progress towards target	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
parent participation and learning; and build teacher capacity in the use of technology to enhance student learning			<p>connection with the student.</p> <p>Students are supported by a range of practices to support behaviour and or learning at a school wide, targeted or individual level.</p> <p>Action Learning of executive and ESL staff, and teachers has proved successful in increasing leadership capacity to meet student needs.</p>			



Section 5: Changes in schools' systems and practices as a result of participation in the Low SES School Communities National Partnership

Change: Explicit teaching and increased emphasis on Talking and Listening to improve Literacy and Numeracy outcomes

(Reform 2, 3 and 4)

Following whole school professional learning in Teaching English Language Learners (TELL) in 2012 the school executive worked with the ESL team to improve student literacy performance by focusing on explicit teaching of talking and listening to embed ESL pedagogy into classroom practice. This resulted in:

- L3 in Early Stage 1 supporting students development of vocabulary and phonemic awareness. The ESL teacher supports numeracy by exposing students to mathematical language in the week prior to lessons given by class teachers.
- Discovery Learning program in Stage 1, designed to support students with structured talking and listening peer group activities. During the activity time, students must speak with one another and during this time, teachers model and recast language. Students then individually recycle this language to their class peers as they present their part of a group summary. The language is then used in reading and writing lessons.
- Stage 2 and Stage 3 have collaboratively planned with the ESL teacher and L&ST to explicitly uses talking and listening as a focus in improving students' inferential comprehension, vocabulary and grammar.
- The Community Language team have place a greater emphasis on linking Talking and Listening in Listening and Responding and Reading and Responding.
- The Speech Support program commenced in Term 3. This involved employing the services of a speech therapist to plan strategies to target specific student language needs.

Teachers collaboratively plan and assess students every five weeks using the Critical Aspects frameworks, English and Mathematics Syllabi and ESL Scales.

Change: Action Learning

(Reform 1 and 2)

Executive Action Learning continued into its third year in 2012, supported by the external leadership coach, however, only two of the seven members of the 2012 executive team had substantive executive roles prior to 2012.

The "new" executive team undertook action learning in 2012, supported by the external leadership coach and mentored by the experienced executive in "Boost" (Building Our Own School Teams) professional learning, to meet the executive team's needs.

The experienced executive used action learning to build teacher leadership capacity in:

- the Early Stage 1 team;
- Community Language / Release from Face to Face team;
- Technology Team ; and
- ESL Team

resulting in increased confidence and accountability to achieving the priorities of the 2012 School Plan.



Change: ESL and the role of the ESL teacher

(Reforms 4 and 5)

The ESL team meet weekly with school executive and with a regional consultant as needed to focus on Action Learning and professional readings to develop leadership capacity. ESL teachers are taking a stronger role in shared classroom planning and programming. The ESL team drafted a new ESL policy to empower ESL teachers to collaboratively plan, co-teach and share assessment data with classroom teachers. Action Learning and Stage Team feedback indicate that the ESL team has a stronger understanding of data and how to use data to enhance language learning outcomes. The executive team is strongly supportive of ESL teachers and committed to improving the language development outcomes for students.

Areas of concern:

- aspects of Numeracy where the focus is on language eg problem solving
- aspects of Literacy -- understanding of specific grammar features – knowledge of how formal English language is used and understood.

In both areas there is a concern that the levels of language development of the students do not match the language levels required to engage successfully with tasks.



Section 6: Optional section

Sharing your school's Partnership achievements

A major element of the Low SES School Communities National Partnership is sharing schools' achievements so that all NSW schools can benefit.

We warmly invite you to nominate below an effective strategy, program or initiative that is working well in your school that we can share with others.

We will follow up with you once your nomination has been received.

Please provide a brief description of the strategy (two-three sentences) in the space below.

I would like to nominate the following strategy/program/initiative to share with other schools.

Title: ESL

The ESL team meet weekly with school executive and with a regional consultant as needed to focus on Action Learning and professional readings to develop leadership capacity. ESL teachers are taking a stronger role in shared classroom planning and programming. The ESL team drafted a new ESL policy to empower ESL teachers to collaboratively plan, co-teach and share assessment data with classroom teachers. Action Learning and Stage Team feedback indicate that the ESL team has a stronger understanding of data and how to use data to enhance language learning outcomes. The executive team is strongly supportive of ESL teachers and committed to improving the language development outcomes for students.

Areas of concern:

- aspects of Numeracy where the focus is on language eg. problem solving
- aspects of Literacy — understanding of specific grammar features – knowledge of how formal English language is used and understood.

In both areas there is a concern that the levels of language development of the students do not match the language levels required to engage successfully with tasks.

Class teachers

Teachers are open to and committed to improving professional knowledge and adopting quality teaching and learning strategies specific to the needs of the cohort at the school. School priorities focus on staff embedding understandings of TELL/ESL pedagogy to differentiate language acquisition needs for all students. This is evidenced in the Stage Team TARS responses. Teachers indicate a greater understanding of ESL Scales and stage/specialist teams track talking and listening using the Critical Aspects continuum. Data for talking and listening is collected in stage teams.

