

Nominee is the substantive Principal of Public School. Her commitment to public education and the students, staff and families that make up her school community is outstanding. **Nominee** is a highly experienced school principal and instructional leader who has demonstrated her outstanding leadership skills across three very diverse and challenging educational settings.

Nominee's exceptional leadership is characterised by a clear strategic focus on providing meaningful, quality learning experiences for every student, in every classroom, and building the capacity of teachers, leaders and support staff to achieve this. During her leadership, student results in literacy and numeracy have improved significantly. She has clearly demonstrated as an instructional and transformational leader that with the right strategic intervention all students, regardless of their socio-economic background, can achieve excellence.

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Supporting Document

Nominee is the substantive Principal of **xxx** Public School. I have known **Nominee** as an educational leader for the past 12 months, in my capacity as her Director Public Schools. Her commitment to public education and the students, staff and families that make up her school community is outstanding.

Nominee is a highly experienced school principal and instructional leader who has demonstrated her outstanding leadership skills across three very diverse and challenging educational settings. Public School is situated in south west Sydney and caters for students from diverse language, cultural and socio-economic backgrounds, having a Family Occupation and Education Index of 170.

Nominee, Principal was appointed in 2012. At the time, this was the only appointment of its kind in the state i.e. an Instructional Leader in the context of the Early Action for Success initiative. As **Nominee** was already a Principal and noted for her outstanding instructional leadership, her extensive knowledge and application was identified as a priority to transform teaching and learning opportunities for staff and students at a challenging and underperforming school.

Nominee's exceptional leadership is characterised by a clear strategic focus on providing meaningful, quality learning experiences for every student, in every classroom, and building the capacity of teachers, leaders and support staff to achieve this. During her leadership, student NAPLAN results at **xxx** Public School in the bottom 2 bands in reading have decreased from 43% in 2011 to 26% currently and the top 2 bands in reading have increased from 16% to 29% over the same period. For numeracy over the same period the bottom 2 bands have decreased from 41% to 31% and the top 2 bands increased from 6% to 14%. As a result of **Nominee's** outstanding leadership, and evidence of processes, practices and impact of Early Action for Success as well as innovations have been integral initiatives which have significantly improved student results in literacy and numeracy. She has clearly demonstrated and proven as an instructional and transformational leader that with the right strategic intervention all students, regardless of their socio-economic background, can achieve excellence.

Nominee's ability to articulate high expectations for all members of the school community and maintain a relentless focus on learning in a caring and supportive education environment is a testament to her passion for her work as Principal and her commitment to her school community. Today **xxx** Public School has been recognised as a leading school in literacy and numeracy by the NSW Premier's Implementation Unit.

Nominee has been the key driver in leading school and student improvement across all learning stages (23% improvement in students K-2 achieving below expected benchmarks in all 3 areas (Reading, Writing and Number and Years 3-6 Literacy and Numeracy improvements 96.1% of students in Year 3 achieved at or above minimum standard in Numeracy).

Nominee's goals as an educator are shaped by extensive reading and research and she is a visible, life-long learner in her school community, committed to her own professional learning as well as that of her colleagues. She is a highly valued colleague and leader across the network and more widely as an outstanding primary educator. She shares willingly her extensive educational knowledge with colleagues in learning communities and alliances she participates in, as well as building the capacity of parents/carers so they can directly support the learning of their children.

I have seen **Nominee** build her school community to a place where students engage in learning and achieve success, staff feel supported to be quality educators and parents and carers are proud to belong to the school community. This is a significant achievement. Her commitment to improving student performance; building teacher capacity and creating opportunities for growth and development are key characteristics which make her a worthy recipient of the Secretary's award for Excellent Service. This award would significantly acknowledge the systemic learning culture **Nominee** has embedded to the benefit of her school and the wider public schools education community.

Nominee's strategic leadership has enabled transformational change. Her deep understanding of the school's context and exceptional analytical skills has afforded a school community to thrive through

targeted intervention and support. The following processes and practices have provided the school community opportunities to succeed:

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Professional Learning Model: Three Deputy Principals are employed to work as instructional leaders to support the provision of high quality differentiated professional learning, working with individuals and teams, supporting teachers to enhance their teaching pedagogy and leadership capacity to ultimately improve student outcomes.

Personalised Learning: An Interventionist and additional School Learning Support Officers are employed to assist teachers with the implementation of individual learning plans, targeting specific identified needs through individual and small group instruction. A high engagement class has been established, catering for the behavioural and social/emotional needs of students.

Targeted support for Aboriginal students: Aboriginal background funding is used to employ two School Learning Support Officers to work with teachers to assist Aboriginal students to reach their potential and to achieve their personal learning goals. A key role of these staff members is to support home/school communication and increase community participation with the school.

Targeted support for students with English As a Second Language or Dialect: Two teachers have been targeted to support an enhanced English As a Second Language or Dialect program within the school, providing explicit support to students through individual and group instruction, and additionally providing professional learning for teachers to support best practices in program delivery.

Enhanced Information Technology programs and resources: Funding has been targeted for the implementation of a teacher mentor program in technology, building the capacity of teachers to embed a range of technology within learning experiences. Funding has been targeted to upgrade technology, ensuring student access to a variety of platforms catering for 21st Century learners.

Resources to support implementation of a rich curriculum: Funding has been allocated to all curriculum areas, which has allowed increased resources to be purchased supporting quality teaching and learning programs. In particular, high quality reading resources have been purchased for both individual and group instruction, and additionally within the school library for student and teacher use.

Special Funding

Early Action for Success K-2: Key initiatives include the appointment of an Instructional Leader supporting the provision of high quality pedagogical practices in literacy and numeracy, an Interventionist and additional Learning Support Officers to provide personalised learning for students, professional learning in L3 (Language, Learning and Literacy), and a Speech Program.

School Chaplaincy Program: The school is participating in the National School Chaplaincy program for 2016-2018 with 400 hours of support funded per year. A School Chaplain (Student Mentor) is employed two days per week, supporting students through mentoring (social/emotional support), educational support (engagement), extra curricula activities and community development.

Personalised Learning and Support Program: A tutor is engaged to provide learning assistance to two students in the areas of reading, writing and numeracy. The tutor works alongside the teacher to address targeted learning goals.

Special Programs or Initiatives

Dynamic services supporting community needs: In addition to the mainstream component of the school, the school has a Special Education Unit consisting of 6 classes: 1 Intellectual Disability (Mild), 1 Intellectual Disability (Moderate), 2 Autism and 2 Early Intervention Programs. The school also has a Preschool that provides 15 hours of access to preschool for the children in attendance.

Targeted Welfare Programs: The school proactively implements a wide range of welfare programs. Initiatives include strong Positive Behaviour for Learning systems, rigorous attendance procedures, comprehensive child

wellbeing procedures, operation of breakfast club, provision of lunches and uniforms, mentoring/support programs, and varied playground programs and initiatives.

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Community Partnerships: The school works closely with community organisations to implement programs to support the wellbeing and academic needs of students. Programs are aligned to school focus areas to support the achievement of school goals. The programs are implemented in collaboration with staff, both during and after school hours, and utilising school facilities.

Key student outcome improvements since 2012

K-2 Literacy and Numeracy improvements:

- 23% improvement in students K-2 achieving below expected benchmarks in all 3 areas (Reading, Writing and Number).
- 11% increase in Kindergarten students meeting benchmarks in Reading.
- 14% increase in Kindergarten students meeting benchmarks in Writing.
- 30% increase in Year 1 students meeting benchmarks in Writing.
- 6% increase in Year 2 students meeting benchmarks in Reading.

Years 3-6 Literacy and Numeracy improvements:

- 96.1% of students in Year 3 achieved at or above minimum standard in Numeracy.
- 21.9% of students in Year 3 achieved proficiency in Numeracy.
- 81% of students in Year 5 achieved at or above minimum standard in Writing.
- 92% of students in Year 3 achieved at or above minimum standard in Writing.
- 88.5 % of students in Year 5 achieved at or above minimum standard in Reading.

Student welfare improvements:

- Recorded instances of negative behaviour reduced from 1584 in Semester 1 to 837 in Semester 2, showing a 47% improvement.

Student achievement in the top two NAPLAN bands in 2015 compared with the 2011-2015 school average demonstrates growth as shown in the table below:

Cohort	NAPLAN	2015 - % in top 2 bands	2011-2015 - % in top 2 bands (average)
Year 3	Reading	22.3%	21.3%
	Writing	22.3%	29.6%
	Numeracy	14.3%	12.3%
Year 5	Reading	9.0%	9.4%
	Writing	7.6%	8.4%
	Numeracy	11.3%	6.5%

Community Participation

Community participation at school events: Data highlights increasing community participation at school assemblies, sporting events, information sessions and school events. Events include: Multicultural Day, Welcome to 2017 Day, Grandparent's Day, Education Week Open Day and Personalised Learning Pathways Afternoon. Creative and Performing Arts Talent showcase – beaming a full school hall of very proud parents and community members.

Training opportunities for community members: The school continues its ongoing commitment to provide varied courses/workshops for community members with the primary goals of building skills in parenting and learning support and providing education and training to support vocational opportunities.

School Culture:

The school has a positive, united and proud school culture which successfully highlights a commitment to implementing excellence in education, fosters a spirit of inclusiveness where diversity is valued and celebrated, values and embraces parents/carers as partners in education, and that promotes a strong sense of pride and community spirit.

Creative and Performing Arts:

The school has a focus on the Creative Arts, with Visual and Performing Arts groups occurring K-6. A number of school performance groups operate in Choir, Dance and Drumming. The school's Visual Arts program is being strengthened with the establishment of a Visual Arts room and mentoring opportunities for teachers in this area.

Aboriginal Education Programs:

The school has strong programs including a targeted learning support program for Aboriginal students utilising School Learning Support Officers, Junior Aboriginal Education Consultative Group, Koori Club, Aboriginal Dance Group, culturally based excursions and learning opportunities and an Aboriginal Community of Schools initiative.