Mount Lewis Infants School
Annual School Report 2014
School context statement
In 2014 Mount Lewis Infants School had an enrolment of 172 students, including 97% students from a non-English speaking background. There were four Kindergarten classes, Three Year 1 classes and Two Year 2 classes – Nine classes in total. Important programs included Arabic Community Language, ESL and Positive Behaviour for Learning. The school has strong partnerships with the local community. Students are assisted by specialist teachers to support individual learning needs. The values of safe, respectful learners are imparted to students daily. A commitment to 21st Century learning of the highest order enhances the literacy and numeracy outcomes for all students.

Principal’s Message
2014 has been a very busy year at Mount Lewis Infants School. Great learning programs were centre stage, with students participating in high order literacy and numeracy experiences, coupled with public speaking, dance, gardening, across school partnerships and artistic activities. Our professional team supported our students to be very successful learners across the Key Learning Areas of the curriculum with prizes at public speaking and Operation Art.

I would like to thank Mrs Milic for capably relieving as Principal in terms 2 and 3 while I was supporting Mount Pritchard Public School. The school was in great hands. The staff continued the great work of our school in my absence. It has been a privilege to lead such a professional team. Mrs Milic and Mrs Thompson have been with me since I arrived. They are outstanding leaders and high order teachers.

This year sees the end of my principalship at Mount Lewis Infants School. My merit selection to Rosehill Public School is an honour, but is coupled with sadness as I hand this amazing school to another leader. Mount Lewis Infants School is supported by a wonderful, supportive community, I am sure it will go from strength to strength. I have been very proud to lead our school for the past 11 years and thank all of the community for their generosity, enthusiasm and goodwill. Best wishes to you all.

Mrs Kim Naylor
Principal

P & C Message
2014 has been a very eventful year for the P&C. We started the year with our Annual General Meeting and formed a committee consisting of 5 officials (President, Vice President, Secretary, Treasurer and Fundraising Co-ordinator) and 18 volunteers that helped out across the 4 terms.

Through the support of the school team, the P&C managed to raise almost $14,000, with $10,000 donated towards the soon to be refurbished playground.

The P&C had the privilege of providing home cooked meals for the children to enjoy at school, many of our food days were sponsored by businesses from our local community, many thanks to them. The children were also given an opportunity to buy their parents gifts from our Mother’s day and Father’s day stalls.

Other celebrations and activities that took place were Harmony day, Multicultural Day, Pink Stump Day and Book Week Parade.

This year the P&C had a very successful spelling bee competition. The children really enjoyed this competition and it was a learning experience for them. All participants received a gift and a stationary pack was given to one child from each year for raising the most funds.

In partnership with the school, the P&C raised $1300 for Cancer Council, McGrath Foundation and Jeans for Genes Day.

It has been my pleasure to have been a leader of such success, which was only possible through the great team work of the school, the P&C committee, families and community.

Sadly we said goodbye to Mrs Naylor, our Principal. She was the leader of our school for 11 years. We wish her well at her new school and thank her for the many years of support of the P and C. We would also like to thank Mrs Milic for her quality leadership in 2014 during Mrs Naylor’s time at Mount Pritchard Public School as relieving Principal.

Jamal Ali Ahmad- President.
Student Representative’s Message

In 2014 I was selected as the School Ambassador. Year 2 took part in many exciting events including Kids Meet, excursions and video conferencing. As leaders of the school we were able to model the behaviours of safe, respectful learners. I was given the opportunity to present at many school events and I represented the school at district level in the Public Speaking Competition. I was proud to be a part of these events and have enjoyed being a student leader.

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Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
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<th>2011</th>
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<td>60</td>
<td>73</td>
<td>83</td>
<td>91</td>
<td>92</td>
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</tbody>
</table>

Management of Non-attendance

Attendance is closely supervised by the school’s two Assistant Principals and monitored by the Home School Liaison Officer. Non-attendance is managed appropriately.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Community Language Teachers</td>
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<tr>
<td>School Counsellor</td>
<td>0.1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
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</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Our Aboriginal staff member supports the whole school community to stay safe on the road crossing at our school entrance each day.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>6%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>33%</td>
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</table>
Professional learning and teacher accreditation

2014 has been a year of major change as NSW Public Schools continue to implement the new Australian syllabuses. Mount Lewis in 2014 concentrated on both the implementation and evaluation of the new English curriculum and the preparation for implementation of the Mathematics and Science curricula. Every staff development day focused on these syllabus documents and ensuring staff understand the requirements both for effective implementation and for effective use in collaborative planning with the Stage teams. Term 4 concentrated on the development of the 2015-2017 school plan – developing strategic directions and priorities for the school over the coming three years.

Professional learning also covered the mandatory CPR/resuscitation, child protection and anaphylaxis training. For all these professional development activities all teaching staff were required to attend and record the completion of training.

Other school-based teacher professional learning included successfully working with EAL/D teachers, incorporating ICT and our model of Instructional Rounds.

In 2014 Mount Lewis had one new scheme teacher working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation while there were seven ‘new scheme’ teachers maintaining accreditation at the Proficient level.

Beginning Teachers

Funding under the program Great Teaching, Inspired Learning has been used to support beginning teachers as they adjust to their new roles in NSW public schools. Mt Lewis received $12 956.67 to support this teacher who had extra time away from her classroom duties to meet with a mentor and/or a supervisor to review her teaching and get valuable feedback.

Along with formal teacher professional learning the beginning teachers were also released for term planning and to assist their collaborative work with their stage teams.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
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<td>Tied funds</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>School-operated canteen</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>282349.70</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>248317.50</td>
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</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Achievements

Art

This year Mount Lewis School participated in Operation Art. The competition proved to be a successful year once again for our students. Mount Lewis had the opportunity to participate in creating colourful, artistic artworks. From these artworks a number of students were chosen from across the three stages to enter the competition. Over 700 students across NSW entered the competition and we were proud to find out one of our student’s artwork was
selected in the top 50 to have her artwork hung in the Art Gallery of NSW.

Sport

In sport this year Mount Lewis Infants School joined with Chullora Public School for a combined athletics carnival. This was very successful for students and teachers who enjoyed networking with our neighbouring infants school students. Fundamental movement skills were addressed in class sport sessions and resulted in students successfully learning new skills and games. All students also successfully completed the Schools Premiers Sporting Challenge.

Music Count Us In

Mount Lewis Infants School took part in ‘Music Count Us In’ this year. It is a nationwide initiative that aims to emphasise the importance of music education in schools. Students learned the same song and sang it simultaneously with approximately half a million other students from schools around Australia. Schools were able to connect via video conference during the performance which allowed students to unite as a choir.

Technology for Learning

Technology has become more mobile at Mount Lewis Infants School this year. Laptops, tablet devices and iPads have been incorporated into classrooms alongside the interactive whiteboard and desktop computers that are all connected to the wireless network. Each classroom has a digital camera and a document camera. There are also 2 video conferencing suites in the school. These forms of technology are embedded into lessons to provide meaningful learning opportunities for students, allowing them to develop skills that are essential for the 21st Century. These skills include collaborating and communicating with others, critical thinking to solve a range of problems and creativity.

Aboriginal Education

Throughout the year, Aboriginal education has been embedded across the curriculum. As a school we celebrated NAIDOC Week by discussing the importance of the Indigenous culture in Australia. Students then participated in making hand prints that were then placed at the front of the school to create a ‘Sea of Hands.’

Within our Accelerated Literacy Program, a range of high quality Aboriginal texts were explored. Year One focused on the story ‘Tom Tom’ which educated the students about traditional lifestyles of Indigenous people.

Public Speaking

The strong tradition of successful public speaking continued at Mount Lewis Infants School this year. The public speaking program supported the development of complex language skills and encouraged self-confidence within our students. Students from all classes were invited to prepare a short speech, with finals being held in the school library. Two students from Early Stage 1 and Stage 1 were selected to compete in the district competition, with our Early Stage 1 student receiving a runners-up position at this very competitive event.

Support Programs

The Learning Support Team met fortnightly in consultation with the School Counsellor, Principal and Learning and Support Teacher, to identify, discuss, monitor and track students’ needs both social, emotional and academic. The identified students are assessed by the counsellor in consultation with the class teacher, parents and relevant support staff. Students with specific and
ongoing learning needs are monitored and discussed regularly.

The Learning and Support Teacher works collaboratively with the class teacher in the context of the class learning program to ensure the varying learning needs of the students are met. The main focus of the work is the development of a differentiated learning program which responds to the students’ needs. Parents are kept informed of their progress.

Positive Behaviour for Learning

Mount Lewis Infants School aims to promote the school values of Be Safe, Be Respectful and Be a Learner. The values are reinforced by the PBL and are implemented school wide. Targeted PBIS teaching and learning activities are implemented school wide during term 1 and maintained throughout the year. Students consistently displaying positive behaviours are acknowledged with reward experiences each term. This year, reward experiences included fun day activities. At fortnightly assemblies, students who have achieved the highest level in our award system are recognised through the presentation of certificates and badges. Citizenship awards presented at the school’s Annual Presentation Assembly, recognise the students who exemplify the our school values through their positive behaviour.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

In 2014

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Dance

A Stage 1 Dance Group was formed this year at Mount Lewis Infants School. The Year 2 Graduation and End of Year Assembly provided an opportunity for the dancers to perform their choreographed routine and demonstrated the student’s ability to use movement in a creative way with control and intent. Students were enthusiastic about weekly rehearsals and the end of year performance.

Road Safety

Mrs Hormoz and Miss Holt attended a Road Safety training course which gave us useful resources and information in modifying our existing programs with updated information based on the PDHPE syllabus. Year One teachers collaboratively taught Road Safety with other Year One classes which worked very well. All Road Safety resources in the library were checked and sorted for easy access for teachers. A NRMA Road Safety day was booked for March 2015, which will educate the students on Road Safety and Science.

Reading Recovery

‘Reading Recovery is an early literacy intervention program for Year One students who are having difficulties with literacy learning. This program allows Reading Recovery teachers to work with students on an individual basis. Students who participated in this program achieved great success with 91% of our students achieving the expected stage level at the conclusion of their program. Many students have continued to apply their new knowledge and skills back into the
classroom and have continued to build upon their reading and writing.'

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

Mount Lewis offers activities that enable students to research and explore the richness and diversity that is indigenous Australian society. Students are exposed to a range of materials that helps to build their knowledge and appreciation of indigenous Australia. The staff Aboriginal Education committee works diligently to ensure events such as NAIDOC week are celebrated and to ensure resources purchased and professional learning undertaken promote quality teaching and the inclusion of Aboriginal perspectives and content across all teaching and learning areas. This then ensures our program outcomes educate all our students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

**Multicultural education and anti-racism**

The fact that we have such a diverse community means that we both value and work towards effective harmony and inclusivity. Underpinning all programs is the belief that knowledge and understanding of cultural and religious differences leads to respect and tolerance. The result of this is that we have a very tolerant group of children at our school. We offer community language programs in Arabic. The school’s “English as an Additional Language or Dialect” (EAL/D) program also supports our multicultural education. The school looks to celebrate, share and enjoy our multicultural nature at every opportunity. This is achieved not only in our everyday programs but also in special events such as our multicultural days, Chinese New Year celebrations and a variety of other multicultural events.

In 2014 the community joined us for a multicultural celebration and came along for Harmony Day, NAIDOC week and our PBL celebrations. The community helped the school celebrate public education on many occasions.

Anti-racism and anti-bullying programs are incorporated into the PBL program which is taught in term 1- but permeates classrooms and school language throughout the year. The program is co-ordinated by Miss Howard and she also fills the position of Anti-Racism Contact Officer (ARCO) - consistently managing students and any racist background behind reported misbehaviours. Racism is not an issue which regularly requires attention at Mount Lewis.

Mount Lewis uses our Arabic CLOTE teacher as an interpreter when necessary and in the event we need another interpreter we can book interpreters from the Interpreter service or, at short notice, we use the telephone interpreter service.

[Enter text as appropriate for the following heading – refer to the ASR Support Guidelines for further information ]

**Aboriginal background**

Mount Lewis has no Aboriginal students enrolled at our school at present.

**Socio-economic background**

Mount Lewis’ Family Occupation and Education Index (FOEI) suggests that our school is in an area that has a lower than average FOEI.

In 2014 the school ran a literacy group targeting students with needs. This group was led by the LaST and a part time teacher whose time was purchased through RAM funds.

Our student assistance programs assist any family who cannot afford to attend excursions or events. Sometimes assistance is offered to supplement uniforms as well.

A major advance in 2014 to assist our socio-economic disadvantage was the purchase of laptops. Every classroom has approximately 10 laptops per room allowing access to all students to technology most of the day.

The above programs have supported the students and raised the opportunities for them to progress and be involved in individual, 21st century learning.
English language proficiency
Mount Lewis’ EAL/D and CLOTE programs specifically target students with English language proficiency needs. The EAL/D programs had a significant focus on oracy and measuring students using the literacy continuum to gauge their progress. New arrivals were involved in daily withdrawal for all stages after Kindergarten. Other EAL/D programs were collaborative in classes where students were supported by EAL/D staff with the focus on oracy. EAL/D teachers regularly attended collaborative planning sessions in all stages to have an input into all the teaching and learning programs across the school and to provide professional learning and support to teachers.

Learning and Support
The school has 0.8 Learning and Support teacher who works with our students with both high and low level disability needs. This RAM funding area is administered by our LaST team. IPads have been used to support students to supplement their access to the curriculum and to differentiate their programs. They have also assisted in settling students who had been withdrawn from class for behavioural and/or emotional reasons. The LAS teacher worked with targeted students on literacy and numeracy and low-level adjustment students were targeted because of their assessed needs as identified from PLAN data. Personalised Learning Plans (PLPs) were developed and delivered for students with low-level adjustment needs – as well as for all students with high needs, with medical and health needs and for our aboriginal students. The LAS team then trained all staff in the development and delivery of effective PLPs. The LaST liaises regularly with parents/cares and all students and PLPs are reviewed at least twice each year.

Other significant initiatives
Twenty-first century learning has been an important area of development at Mount Lewis over several years. The installation of interactive whiteboards in every classroom was a major initiative that was supported by teacher professional learning. These ICT programs are now being supplemented by the school’s access to wireless internet and school server access. This was a major expense in 2014 and will be ongoing in our expanding programs towards effective twenty-first century teaching and learning. The purchase of laptops and iPads has been dependent on the wireless networking.

School planning and evaluation
2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- assessment and review of student progress
- regular review of all School Plan targets by staff and executive
- surveys of all stakeholders regarding outcomes
- annual “planning day” to review targets and set priorities for teaching and learning programs, assessments and re-definition of the plans.

School planning 2012-2014:

School priority 1
Students will demonstrate proficiency in Literacy outcomes in Early Stage One and Stage One.

Outcomes from 2012–2014

- 90% of students achieving at or above ES1 and Stage 1 literacy standards in Reading and Writing.
- 35% of students achieving beyond Stage 1 literacy standards in Reading and Writing.
- Increased % of students achieving minimum standards in Yr 3 NAPLAN and 49% of students achieving Bands 5 and 6 in NAPLAN Writing.

Evidence of achievement of outcomes in 2014:

- 92% of students achieved at or above stage standards in standardized and school based assessment in Writing.
- 91.5% in Reading, with 94% of Year 1 students on the Reading Recovery
Program achieving stage standard reading after participating in Reading Recovery.

- Standardised data and assessment of school based data indicates 34% of students are achieving above expectations in Reading.

**Strategies to achieve these outcomes in 2014**
- Engagement in Instructional Rounds to improve practice.
- Explicit teaching of comprehension strategies.
- Further development of Accelerated Literacy units of work.

**School priority 2**
Students will demonstrate proficiency in Numeracy outcomes in ES1 and Stage 1.

**Outcomes from 2012–2014**
- 85% of students achieving at or above ES1 and Stage 1 Numeracy outcomes.
- 25% of students achieving beyond Stage 1 Numeracy outcomes.
- Increased % of students achieving minimum standards in Yr 3 NAPLAN and 36% of students achieving Bands 5 and 6 State average for DEC schools.

**Evidence of progress towards outcomes in 2014:**
- Student data collected from Best Start, teacher assessments and class evaluations indicates 89% of students are achieving at or above stage outcomes.
- Student data collected from Best Start, teacher assessments, class evaluations and NAPLAN indicates 37% of students are working above stage expectations.

**Strategies to achieve these outcomes in 2014:**
- Explicit teaching of mathematical language concepts.
- TPL focusing on Working Mathematically.
- Monitoring of Best Start Early Learning Plans and program adjustments every 5 weeks.

**School priority 3**

Regular attendance at school and decreased PBL referrals to APs.

**Outcomes from 2012–2014**
Staff and community have engaged in the Positive Behaviour for Learning process. The work has extended to include the staff, students and community in a meaningful way to support Student Welfare and learning so that the values of the community are acknowledged.

**Evidence of progress towards outcomes in 2014:**
- Attendance data 96% in term first semester.
- 60% of students achieved Silver or/and Gold level in PBL.
- Referrals to the PBL team decreased by 45% from term 1 to term 3.

**Strategies to achieve these outcomes in 2014:**
- Focus on Tier 2 strategies to target those students who are regularly recorded.
- All new staff are supported understanding the PBL policy and procedures.
- The APs and HSLO will maintain contact with families on a needs basis.
- Parent/Carer information sessions will be held at Kinder Orientation sessions and provided to new families.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

The school survey was given to the community to gain feedback about the use of technology for ‘real’ learning across the school and the satisfaction with the commitment to embed Information Technologies across the Key Learning Areas.

Their responses are presented below.

- All students at MLIS are using educational technologies to improve their learning.
- All parents/carers acknowledge the importance of technology for learning in a 21st century world and a highly satisfied
with the current technology priority and implementation of this program.

- All students are showing skills learned in literacy and numeracy lessons.
- Parents/carers actively engage in BlogEd and support students to log onto the DEC portal.
- Parents/carers are supporting students to present their homework via USB using digital presentation tools.
- Through workshops, parents/carers had a sound understanding of the Australian Curriculum syllabi their children were working with.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In consultation with our community and staff the Mount Lewis Infants School Plan has been developed and has three major strategic directions. They focus on learning, teacher/community professional development and developing the student as a whole member of society. The three strategic directions are:

**STRATEGIC DIRECTION ONE:** Quality teaching, engaging and innovative educational practices.

**STRATEGIC DIRECTION TWO:** Dynamic staff maximizing outcomes.

**STRATEGIC DIRECTION THREE:** Confident, resilient, respectful students.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mrs K Naylor  Principal (2014)
Mrs J Milic Assistant Principal
Mrs Y Thompson Assistant Principal
Miss M Ferguson Teacher
Mrs J El Ghoul P&C President

**School contact information**

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28B Noble Ave Greenacre 2190
Ph: 9790 4650
Fax: 9790 1067
Email: mtlewisinf-p.school@det.nsw.edu.au
Web: mtlewisinf-p.schools.det.nsw.edu.au
School Code: 5241

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: