

2020 Annual Report

Lismore Public School



1780

Introduction

The Annual Report for 2020 is provided to the community of Lismore Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Lismore Public School we value a culture of high expectation and aspiration, leading to success for all.

School context

Lismore Public School has an enrolment of 250 students in 14 classes. There are 10 mainstream classes and four support classes. 19% of students identify as Aboriginal or Torres Strait Islander.

Lismore Public School has a culture of effective community engagement, high expectation and a commitment to continual improvement. Students are supported by experienced and dedicated staff. Authentic professional learning based on student data and staff need are priorities.

Lismore Public School attracts a diverse range of students. The school houses the Support Class - Early Intervention, and the Summerland Early Intervention Transition class.

In 2020 Lismore Public School continues on the Early Action for Success (EAfS) program to target literacy and numeracy development from Kindergarten to Year 3.

Effective community involvement is a priority for the school.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning and Wellbeing

Purpose

To ensure positive, respectful relationships across the school community which underpin a productive learning environment and support student's development as learners.

To build school systems committed to establishing practices and processes that develop a culture of high expectations.

Improvement Measures

There is a high degree of students actively engaging with their learning as evidenced by improved performance and enhanced wellbeing.

Planning for learning is informed by sound, holistic information about each student's wellbeing and learning needs in consultation with parents and carers.

Progress towards achieving improvement measures

Process 1: Learning

At Lismore Public School our students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn and adapt. Learning programs will reflect syllabus outcomes and individual need.

Evaluation	Funds Expended (Resources)
Extension activities in 2021 will be offered in every class so teachers have high expectations for all student learning.	Librarian to coordinate Funds allocated to provide resources for groups, staff release to support and competition entry fees etc Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

Process 2: Wellbeing

At our school there is a strategic and planned approach to develop whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
Smiling minds did not eventuate due to Covid. In 2021 there will be a whole school commitment to the "Got it" program and "PAX" strategies. In 2020 The Learning and Support Teacher K-2 implemented a targeted social skills program for students who required additional support in social engagement. Due to the social support survey results, we will continue supporting and improving classroom climate through PBL and social skills programs in 2021.	0.2 staff allocation (1 day per week LaST Staff released to participate in Professional Learning Purchase of resources to support delivery of wellbeing programs Funding Sources: <ul style="list-style-type: none">• Professional learning (\$2000.00)

Strategic Direction 2

Learning and Assessment

Purpose

To provide differentiated teaching and learning programs that explicitly teach students to develop literacy and numeracy skills which allow them to experience success.

Improvement Measures

An increased proportion of students at or above expected levels in literacy and numeracy.

Enhanced parental engagement in student learning, assessment and reporting.

All teaching and learning programs demonstrate the effective use of formative and summative assessments in classrooms to inform student learning.

Progress towards achieving improvement measures

Process 1: Assessment and Reporting

Develop teacher and community knowledge and understanding of the syllabus, particularly in literacy and numeracy.

Evaluation	Funds Expended (Resources)
We are not developing a consistent scope and sequence for Literacy and Numeracy while we wait for the Department's new syllabus.	NIL

Process 2: Assessment for Learning

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Evaluation	Funds Expended (Resources)
Assessment schedule needs greater detail to ensure consistency across K-6. This will be completed ready to implement in a trial format in 2021. Formative Assessment will continue to be a focus in 2021 through learning conversations and classroom observations. A strategic plan will be formulated to support staff individually and as stage and whole staff groups.	Instructional Leader worked with staff to finalise Assessment schedule and implement systems and structures to allow for accurate data collection. Funding Sources: • Early action for success (\$5000.00)

Strategic Direction 3

Teaching and the Curriculum

Purpose

To ensure all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement Measures

An increased proportion of students at or above expected levels in literacy and numeracy.

All teachers are enacting the Professional Teaching Standards, with a significant proportion of teachers seeking higher levels of accreditation.

Progress towards achieving improvement measures

Process 1: Professional Learning

The teachers at Lismore Public School are committed to building curriculum knowledge, understanding and confidence to effectively develop teaching and learning programs for their students.

Evaluation	Funds Expended (Resources)
Teachers appreciated having the time to discuss student learning and their performance and development plans with their stage supervisors. Programs were evaluated according to the checklist and professional dialogue occurred based on the School Excellence Framework. As a result of feedback from staff this checklist has been modified to meet NESA standards. The modified checklist will be used by all teaching staff in 2021.	A.Ps to lead guided discussion on student progress, referring to teacher programs. A.Ps have guided discussions with teachers regarding their PDPs. Funding Sources: • Professional learning (\$6000.00)

Process 2: Teacher Practice

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capabilities are continually built to ensure every student experiences high quality teaching.

Evaluation	Funds Expended (Resources)
Staff engaged in professional dialogue in their stage teams around the quality teaching Framework, specifically quality learning environment. This will continue in 2021. Staff were provided time to engage in authentic dialogue with their supervisor to formulate, monitor, and evaluate their performance and development plans. These focused on the direct impact of teacher quality on student outcomes. Feedback from staff indicated they valued these opportunities and they positively impacted on practice. A similar model will occur in 2021.	Stage Meetings Learning Conversations with Instructional Leader Teacher relief to engage in PDP Conversations with their supervisor Funding Sources: • Professional learning (\$6000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>ACLO 1 day per week Tutor for Aboriginal Cultural Activities (including Aboriginal Boys dance group)</p> <p>Catering and consumables for parents meetings and cultural activities</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$68 200.00) 	<p>The employment of school ACLO for one day per work developed strong communication lines between the school and Aboriginal families. The ACLO ensured that our Aboriginal families were aware of events occurring at the school via phone calls and regular text messages. The ACLO also supported families to engage with programs specific to Aboriginal students including the Aboriginal boys dance group and attendance and wellbeing programs.</p> <p>Aboriginal parent meetings were unable to go ahead due to Covid however, the ACLO ensured all parents had regular contact with teachers. Our Aboriginal families actively engaged in the planning on NAIDOC week activities and the rescheduling of activities due to Covid.</p> <p>Funding was used to support the formation of an Aboriginal Boys Dance group who performed at school events and the Lismore NAIDOC week activities.</p> <p>Additional SLSO support was also provided to Aboriginal students through the employment of an AEO who facilitated playing traditional Aboriginal games during break times.</p> <p>These programs have resulted in strong links being developed between Lismore Public School and our Aboriginal families which is having a positive impact on outcomes for our Aboriginal students.</p>
<p>English language proficiency</p>	<p>EALD Teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$3 891.00) 	<p>A specialist EALD teacher was employed to work with targeted students across the school to support their development of English language skills. The teacher provided support both one on one and in class depending on individual need. Support was also provided in social settings such as the playground. The teacher engaged in regular communication with their families and this supported the development of positive relationships between home and school.</p> <p>All students participating in the program showed improvement in PLAN data and in anecdotal observations.</p>
<p>Low level adjustment for disability</p>	<p>Additional SLSO support in classrooms</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$50 621.00) 	<p>Low Level disability funding was used to provide additional SLSO support in all classrooms. The provision of additional classroom support allowed for the effective implementation of school wide trauma informed practice. The employment of additional SLSOs allowed teachers to implement individualised learning and support plans to those students who did not already receive integration funding support.</p> <p>Increased adult support in all classrooms was reflected in improved behaviour and learning</p>

<p>Low level adjustment for disability</p>	<p>Additional SLSO support in classrooms</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$50 621.00) 	<p>data across the school as well as for individual targeted students.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Teacher Release</p> <p>Instrcutional Leaders</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$52 504.00) 	<p>QTSS funding was allocated to releasing teachers from face to face teaching duties twice a term to engage in professional learning and mentoring with the Instructional Leader and/or Assistant Principals. Teachers and executive staff analysed NAPLAN data, identifying incorrect responses and looking for patterns of error. Programs were adjusted in response to this.</p>
<p>Socio-economic background</p>	<p>Teacher Release</p> <p>Executive Release</p> <p>Consumeables for Breakfast Club</p> <p>Additional SLSOs employed</p> <p>Subsidising Incursions and Excursions to support wellbeing</p> <p>PBL Resources- printing, teacher release, signage</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$213 612.00) 	<p>Socio-Economic background funding was used to implement a number of school wide programs to support students across the school to achieve social, emotional and educational outcomes.</p> <p>These included:</p> <ul style="list-style-type: none"> • Releasing each stage AP off class once a week to support behaviour and well being of staff and students across the school. This position provided time to develop positive relationships between parents and the school and increased positive interactions between school and home. It allowed all APs an opportunity to liaise with parents and have close contact with class teachers. While APs were on their exec duty day they also supported students with challenging behaviours to self regulate which minimised disruption to classroom activities. • A daily breakfast club where students who had not had breakfast were provided with food. Breakfast Club is also a place where students socialise and teachers have an opportunity to check in with students before the school day. Lunches were also regularly provided to students who needed it and fruit supplied for fruit break in the Infants classrooms • Additional SLSOs in classrooms to support the learning of all students. SLSO support has allowed teachers to plan for individual students to access the curriculum at their level. This has resulted in improved outcomes for students accessing additional support • implementation of playground programs to support the social interaction and development of positive relationships for students. Additional staff were employed to support positive interactions between students in the playground. Passive activities were also provided which allowed students "time-out" form physical activity when required. As a result negative playground incidents were reduced for our yellow zone students. • Subsidising extra curricular activities, including incursions and excursions. This allowed all students, regardless of their socio-economic situation, the opportunity to participate in all school activities.

Socio-economic background	Teacher Release Executive Release Consumeables for Breakfast Club Additional SLSOs employed Subsidising Incursions and Excursions to support wellbeing PBL Resources- printing, teacher release, signage Funding Sources: • Socio-economic background (\$213 612.00)	• The provision of release time and additional resources to support the implementation of school wellbeing and additional programs including PBL.
Support for beginning teachers	NIL	There were no beginning teachers at Lismore PS in 2020.
Targeted student support for refugees and new arrivals	NIL	There were no refugee or newly arrived students at Lismore PS in 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	173	153	148	147
Girls	145	138	125	103

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.2	93.5	87.2	86.2
1	93	92.2	90.2	83.3
2	91.2	91	89.6	85.7
3	92	91.7	90.8	86.6
4	93	89.8	89.8	85.9
5	92.3	91.9	88.9	83.6
6	90.8	92.7	92.2	84.4
All Years	92.2	91.7	90	85.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	12.75
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	889,660
Revenue	4,682,411
Appropriation	4,673,266
Grants and contributions	7,956
Investment income	789
Other revenue	400
Expenses	-4,662,375
Employee related	-4,311,556
Operating expenses	-350,819
Surplus / deficit for the year	20,036
Closing Balance	909,696

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	264,873
Equity Total	467,224
Equity - Aboriginal	68,200
Equity - Socio-economic	213,612
Equity - Language	3,891
Equity - Disability	181,522
Base Total	2,638,039
Base - Per Capita	68,760
Base - Location	2,375
Base - Other	2,566,904
Other Total	843,171
Grand Total	4,213,308

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In term 3 of 2020, students, staff and parents were surveyed regarding our reporting systems.

Results from all stakeholders found that student reports needed to be more personalised and comprehensive to provide detailed, clear and specific information about student learning, growth, next steps and improvement measures.

All teachers surveyed a random parent group, through phone calls, to seek feedback on report cards. It was also advertised on our social media page and newsletter that if parents were not phoned and wanted to provide feedback, they were given several options to do so.

Reporting to parents has been enhanced in response to feedback received.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.