

# 2020 Annual Report

## Lightning Ridge Central School



2395

# Introduction

The Annual Report for 2020 is provided to the community of Lightning Ridge Central 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.

## School contact details

---

Lightning Ridge Central School

Kaolin Street

LIGHTNING RIDGE, 2834

[www.lightningr-c.schools.nsw.edu.au](http://www.lightningr-c.schools.nsw.edu.au)

[lightningr-c.school@det.nsw.edu.au](mailto:lightningr-c.school@det.nsw.edu.au)

6829 0511

## School vision

At Lightning Ridge Central School, we create positive, safe and respectful learning environments that engage students in quality lessons, celebrate success and promote lifelong learning.

The school is committed to achieving excellence in teaching and learning.

## School context

Lightning Ridge Central School is in the north-east corner of the Western NSW Region. It is approximately 350 km from the New South Wales Department of Education Dubbo Office. The school is in a unique Opal mining location, with a population drawn from all over the world. The school uses its unique environment as a feature in many of its learning activities and studies.

Lightning Ridge Central School is vibrant and inclusive with around 330 students from more than 28 nationalities. Approximately 48% of students identify as Aboriginal or Torres Strait Islanders and the school strives to embrace the local Yuwaalaraay culture and language, as well as acknowledging and celebrating the wide diversity of non-indigenous cultures in the school. The school has excellent facilities, which include well-maintained classrooms in pleasant, green surroundings. The school has a superb library, very high levels of technology for student learning, with all classrooms fitted with interactive whiteboards and every student from Year 5 to Year 12 having access to a school laptop. The school plays a significant role in its community, aiming to be an inclusive community facility, used and respected by the whole community.

The learning environment is positive, energetic and caring. The members of the teaching staff are leaders in the use of the Quality Teaching Framework as well as the implementation of the Early Action for Success (EAFS) strategy in which an instructional leader and interventionists have been appointed. Additional resources are allocated to provide tiered support to improve literacy and numeracy outcomes for all students in Kindergarten to Year 12.

Across the school, there is a strong support staff focused on the needs of individual students. A Head Teacher Welfare works with secondary students and an active, effective Learning and Support Team operates K-12.

There is a small but positive sector of parent body, working closely with the school in achieving the shared goals of the school and community.

The school continues to deliver quality teaching and learning programs in a 21st-century educational environment, in order to improve student outcomes in literacy, numeracy and engagement. We also provide a broad range of activities from performing arts, cultural, leadership and sports, to environmental and academic pursuits.

Our students are engaged in positive behaviour and are encouraged to become responsible citizens at school and in the wider community. To facilitate this and contribute to our community, we have developed strong links with community groups including St. Vincent De Paul, Food for Families, LR Men's Shed, LR Rotary, Australian Opal Centre and LR CWA. Our students travel to Nepal biennially to volunteer in a Community Development Project.

It is the belief of parents and staff that one of our greatest strengths is having high expectations for our students. Lightning Ridge Central School is characterised by motivated and enthusiastic students, highly qualified and dedicated staff, as well as fantastic parental and community support. We aim to offer the best education possible by providing a quality, comprehensive education in a caring environment, as we strive to educate the whole child.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### 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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Teaching and Learning

#### Purpose

At Lightning Ridge Central School, we value evidence-based teaching practice that maximises learning, growth and improvement for all students. We will develop a culture that supports educational aspiration and ongoing performance improvement across the school community. We will sustain our focus on the explicit teaching of literacy and numeracy across all subjects.

#### Improvement Measures

An increased proportion of students will achieve in the top two bands in NAPLAN in Literacy and Numeracy.

Increase the professional development of teachers to embed best practice into their teaching and learning.

K-2 students will demonstrate growth across the learning progressions in both literacy and numeracy and teachers will accurately plot students on these progressions.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school framework approach for every student to be literate and numerate and achieve success every day through Staff using Syllabus Success.

Evaluation	Funds Expended (Resources)
This process was discontinued.	

**Process 2:** All staff will be provided with professional learning in Explicit Instruction to provide innovative best practise in teaching, learning and assessing.

Evaluation	Funds Expended (Resources)
While explicit instruction remains a focus of the school, external PL was not possible. Work continues internally to develop Explicit Instruction.	Fleming Education Staff professional learning  .386 FTE Classroom Teacher from EaFS allocated for release of staff for professional learning  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$8300.00)</li><li>• Early action for success (\$43277.00)</li></ul>

**Process 3:** Develop best practice in the teaching of literacy and numeracy by professional development in, and implementation of, the National Literacy and Numeracy Learning Progressions and the electronic tracking of student growth on PLAN 2 (K-2).

Evaluation	Funds Expended (Resources)
End 2020 target to have (some of) the literacy and numeracy progressions embedded in K-6 programs has not happened. K-2 use the data to establish areas of support required for students by SLSO/Interventionist and classroom teacher. In 2021, a consistent approach to using the progressions for the full teaching and learning cycle is required K-6.	.500 FTE EaFS Deputy Principal allocated to literacy and numeracy progressions embedded in K- 2  1 FTE additional SLSO employed to support Interventionist and Classroom Teachers  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Early action for success (\$85500.00)</li><li>• Socio-economic background</li></ul>

**Progress towards achieving improvement measures**

End 2020 target to have (some of) the literacy and numeracy progressions embedded in K-6 programs has not happened. K-2 use the data to establish areas of support required for students by SLSO/Interventionist and classroom teacher. In 2021, a consistent approach to using the progressions for the full teaching and learning cycle is required K-6.

(\$68101.00)

## Strategic Direction 2

### Wellbeing

#### Purpose

At Lightning Ridge Central School, every student is important every day. Our purpose is to plan for students' learning and wellbeing to ensure all are engaged in developing their skills as learners and citizens. Wellbeing underpins student engagement for learning success. Our staff develop appropriate individual learning and wellbeing plans so our students are challenged, enthusiastic and continually developing across academic, social and emotional domains.

#### Improvement Measures

Increase proportion of students indicating a positive sense of well-being and engagement in schoollife, as evidenced in 'Tell Them from Me' survey and selected specific data.

All teachers demonstrate evidence of the Aboriginal 8 Ways pedagogy in programs and actively promote local culture in their classrooms. This includes displaying student work based on indigenous art and the Yuuwaalaraay language around their rooms. Yuuwaalaraay is voiced and is evident right across the school.

To increase community participation in the Tell Them From Me Survey - we will support community with technology and literacy skills.

#### Progress towards achieving improvement measures

**Process 1:** Develop staff understanding of the Aboriginal 8 Ways of learning and their capacity to authentically embed this into their teaching practice. Specifically by explicit sharing of knowledge within the staff, and by developing processes for implementation and evaluation.

Evaluation	Funds Expended (Resources)
This milestone has been removed from Strategic Direction 2.	

**Process 2:** Whole school wellbeing initiatives align to the Department of Education's Wellbeing Framework, and strategies developed for measurement and improvement.

Evaluation	Funds Expended (Resources)
This milestone has been removed from Strategic Direction 2.	

**Process 3:** Identify and implement strategies to further promote and celebrate student learning and achievement throughout the school and community.

Evaluation	Funds Expended (Resources)
The PBL team has developed an overview of each behaviour acknowledgment system within the school (Turtle Tickets, Merits, Worth Your Weight in Opal and Proud and Positives). The overview outlines when teachers use each system and the procedure for doing so. This overview was communicated to all staff.	

## Strategic Direction 3

### Productive Partnerships

#### Purpose

At Lightning Ridge Central School we strengthen and build sustainable partnerships, with our whole school community. This is underpinned by the establishment of authentic connections to develop a framework which enhances student learning, support and sense of belonging.

#### Improvement Measures

Wellbeing programs including Every Day Counts and Ikifit will be implemented to increase the proportion of students who are engaged and provide a safe school environment.

The community is engaged as part of school decision making.

Community consultation and ongoing training has developed the capacity of our community team to contribute to staff and student welfare. This will be measureable utilising the logic model for analysis.

#### Progress towards achieving improvement measures

**Process 1:** Collaboration of whole school (K-12) in establishing partnerships to support students. Develop high expectations and achievement throughout the school.

Evaluation	Funds Expended (Resources)
Due to COVID PCYC staff were required on duty in Victoria, limited fitness programs delivered and afternoon sessions did not continue due to hot weather.. Continued discussions with PCYC to plan events for 2021.	

**Process 2:**

Evaluation	Funds Expended (Resources)
This milestone was removed from this strategic direction..	

**Process 3:** Development of effective partnerships with outside agencies to facilitate a K to 12 career transition planning and expose students to a wide range of inspirational and motivating career options.

Evaluation	Funds Expended (Resources)
Activities and events were planned however , they did not occur due to COVID.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>1 FTE additional SLSO employed to assist student learning and provide student support via phone and email during the Covid19 pandemic.</p> <p>1.5 FTE additional SLSO employed to assist student learning and provide student support via phone and email during the Covid19 pandemic.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$68 101.00)</li> <li>• Socio-economic background (\$102 151.00)</li> </ul>	<p>The employment of support staff in all stages has improved learning conditions for all students by reducing disruptions and providing support for teachers to increase the level of differentiation for students in all classes. Staff provided support to students and families during COVID by contacting them by phone and emails.</p>
<b>Low level adjustment for disability</b>	<p>Employment of an additional 1.200 FTE SLSO to assist with the delivery of the learning support programs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$81 620.00)</li> </ul>	<p>Evaluation and restructuring LaST and learning and support team procedures completed and a more efficient and effective student welfare support has resulted.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>1 FTE additional 'casual' Classroom Teacher employed to assist in the release of Assistant Principals to observe and mentor their staff.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$112 000.00)</li> </ul>	<p>The primary staffing allocation was used to allow primary Assistant Principals the opportunity to spend more time working and observing staff.</p>
<b>Socio-economic background</b>	<p>5 FTE addition SLSO employed to support student learning, excursions, sporting visits, cultural activities, and in the provision of technology.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$340 000.00)</li> </ul>	<p>Employment of additional staff to support student learning. Subsidies provided for excursions, sporting visits, cultural activities, and in the provision of technology.</p>
<b>Support for beginning teachers</b>	<p>Support for beginning teachers via budget adjustment</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$28 962.00)</li> </ul>	<p>This has led to enhanced student learning and improved staff wellbeing.</p>
<b>Explicit Instruction</b>	<p>John Fleming Professional Learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$8 300.00)</li> </ul>	<p>John Fleming presented at a staff development day to introduce EI to new staff and consolidate skills staff had previously developed in the implementation of EI.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	189	175	179	165
Girls	173	176	169	165

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.5	87.8	91.6	90.4
1	89.3	86.4	87.4	87.6
2	89.4	90.1	88.4	89
3	88.4	90.4	86.6	88.7
4	91.2	87	87.8	89.6
5	87.3	91.3	85	88.2
6	90	86.1	86	86.4
7	84.8	80.7	83.8	85.1
8	84.3	84.3	82.3	82.5
9	83.8	74.3	75.3	81.7
10	86.1	72.4	63.7	75.7
11	74	71.1	62.6	73.3
12	85.1	82.7	69.1	86.1
All Years	86.8	84.3	82.3	85
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
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

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.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	30	20
Employment	0	10	40
TAFE entry	10	0	0
University Entry	0	0	20
Other	0	0	0
Unknown	0	0	20

### Year 12 students undertaking vocational or trade training

---

58.33% of Year 12 students at Lightning Ridge Central School undertook vocational education and training in 2020.

### Year 12 students attaining HSC or equivalent vocational education qualification

---

91.7% of all Year 12 students at Lightning Ridge Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	3
Head Teacher(s)	4
Classroom Teacher(s)	20.54
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	11.2
Other Positions	1.4

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	1,093,604
<b>Revenue</b>	7,663,391
Appropriation	7,601,533
Sale of Goods and Services	15,624
Grants and contributions	43,204
Investment income	2,200
Other revenue	830
<b>Expenses</b>	-7,712,695
Employee related	-6,954,826
Operating expenses	-757,869
<b>Surplus / deficit for the year</b>	-49,304
<b>Closing Balance</b>	1,044,300

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	218,465
<b>Equity Total</b>	1,319,276
Equity - Aboriginal	416,200
Equity - Socio-economic	627,077
Equity - Language	5,442
Equity - Disability	270,557
<b>Base Total</b>	4,756,201
Base - Per Capita	86,177
Base - Location	165,793
Base - Other	4,504,231
<b>Other Total</b>	887,235
<b>Grand Total</b>	7,181,178

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](https://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.

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

## Parent/caregiver, student, teacher satisfaction

Feedback is generated from P&C & AECG meetings and community surveys and 'Parking Lots'. Generally parents are very satisfied with the school academic performance and communication between school and home.

# 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.