2020 Annual Report

Lisarow Public School

2407

Introduction

The Annual Report for 2020 is provided to the community of Lisarow 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

Lisarow Public School values authentic connections in a safe, nurturing atmosphere with a commitment to environmental accountability and visible leadership.

Students are provided with explicit and individualised learning opportunities where teachers deliver on a shared commitment of high expectations, personal achievement and continual professional growth.

At our school opportunities are provided for students to develop resilience and critical thinking skills to become innovative, problem solvers in a future ready society.

School context

PROUD COMMUNITY, QUALITY LEARNING

Lisarow Public School is a comprehensive K-6 primary school with 280 students serving the Lisarow and Ourimbah communities. Enrolments have remained steady over the years with students supported by a Principal, three Assistant Principals and nine teaching, support and office staff.

Lisarow Public School prides itself on its long community connections from its beginnings in 1928. Positive Behaviour for Learning (PBL) strategies based on the core values; Respectful, Safe and Personal Best are embedded into all aspects of school life.

A genuine partnership with P & C and School Council ensures the school is well positioned in supporting quality outcomes for our students.

The school offers a range of academic, cultural and sporting programs which provide differentiated opportunities for students to excel. The school continues to offer research based literacy and numeracy programs focusing on the relevant, ongoing development of pedagogy.

Positive links are being strengthened with the Valley Schools Learning Community which is a collaboration of local public schools including high schools. Other links include Cooinda Local Aboriginal Education Consultative Group (AECG) and The University of Newcastle, Ourimbah Campus.

A rich data analysis across the school drives the shared commitment to improving student achievement, developing leadership capacity and authentic connections.

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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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	Delivering

Strategic Direction 1

CURRICULUM

Purpose

To ensure engaging and explicit differentiated curriculum is delivered based on evidence based practice and ongoing assessment meeting the diverse needs of students.

School Excellence Framework V2 Reference

- Reporting
- Curriculum
- Assessment
- Data Skills and Use
- Student Performance Measures
- Effective Classroom Practice

Improvement Measures

The percentage of Yr 3 students in the top two bands for reading in NAPLAN will increase to 65% (Baseline 56% 2015-2017) & Yr 5 & 7 will increase to 44% & 32% respectively (Baseline 2017 - 35% & 23%).
The percentage of Yr 3 students in the top two bands for numeracy in NAPLAN will increase to 51% (Baseline 42% 2015-2017) & Yr 5 & 7 will increase to 37% & 41% respectively (Baseline 2017 - 28% & 32%).

Progress towards achieving improvement measures

Process 1: **CURRICULUM -** Curriculum differentiated in content, process and product providing appropriate opportunities, challenges, intervention and ongoing feedback.

Introduction, implementation and ongoing review of mandatory syllabus documents.

Professional learning based on research and evidence-based practice in high quality literacy and numeracy learning.

Evaluation	Funds Expended (Resources)
Staff have had the opportunity to be involved in professional learning based on research and evidence-based practice in high quality literacy and numeracy learning. This year the focus has been on writing, with Seven Steps introduced at the beginning of the year and the Writing process introduced with a new Principal. All K-2 were trained in L3 and discussed opportunities for differentiating curriculum to ensure each child is being catered for. Programs such as reading intervention in year one and MacqLit for stage 2 ensured evidence based programs were used for intervention. Executive staff were involved in LEED training, this will continue 2021.

Staff continued to implement and review new syllabus documents and used programs such as Inquisitive to ensure engaging lessons were being taught.

Further work needs to be done on PDHPE and Science and Technology to ensure lessons are engaging and involve digital technologies and STEAM and new mandatory Child Protection lessons. After analysing data and doing research, staff have identified the need for further evidence based programs in phonics and phonemic awareness. | Literacy and Numeracy Funding $8091

Professional Learning $15698 |

Process 2: **ASSESSMENT & REPORTING -** Reporting process aligns to assessment, policy and provides information relevant to parents.

Collaborative quality assessment practices inform ongoing planning and teaching.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
With change of Principal, there was a change in TPL focus for Term 3 and 4. Staff undertook TPL in The Writing Process and were provided with support to implement in their classes. This support involved Principal demonstrating lessons, providing support with programming and observations of lessons. Reports were discussed and evaluated with staff twice this year due to COVID. Amendments were made to first semester reports to ensure they reflected the learning from home students had been involved in. In the second semester, reports were simplified and were amended to meet the reporting and assessment guidelines. Comments were introduced for all Key Learning Areas as per guidelines and check boxes were removed. In the future continue to work with the community and staff to ensure assessments are differentiated and provide an accurate representation of student progress.	Professional Learning $15698

Process 3: **DATA SKILLS AND USE** - Teaching and learning programs are reviewed, using student feedback, tracking of assessment data and best practice to enable all students to achieve high expectations.

Staff effectively plot and monitor student learning goals using learning progressions to drive planning, programming and reporting resulting in explicit teaching based on individual needs.

Evaluation	**Funds Expended (Resources)**
Teachers are consistently working on ensuring teaching and learning programs are reviewed. The process of reviewing teaching and learning programs is to evaluated. Sentral is now used to track some assessment data and the leadership team will continue to develop an assessment schedule that includes updated and current assessments that the department is now using. Staff effectively plot and monitor student learning goals after discussions with students and families. The learning progressions are beginning to be used to drive planning, programming and reporting and staff will continue to develop their knowledge of these and other assessment tools in 2021.	Low Level Disability Flexible $25373

Strategic Direction 2

CONNECTIONS

Purpose

To build confident students who are connected to the community demonstrating flexible, problem-solving skills as innovative, future-ready learners.

School Excellence Framework V2 Reference

- Wellbeing
- Community
- Educational Leadership
- Management Practices & Processes

Improvement Measures

Maintain 90% or above of students receiving recognition for demonstrating school expectations.
The Motivation and Interest aspect of Social and Emotional outcomes increases to meet or exceed the NSW Government norm (Baseline 61% of Year 4-6 students compared to 78% for NSW in the 2017 *Tell Them From Me* Student Survey).
The Interactive Technology aspect of Eight Drivers of Student Learning increases to exceed the NSW Government norm (Baseline 5.0 for school compared to 6.7 state average for NSW in the 2017 *Tell Them From Me* Teacher Survey).

Progress towards achieving improvement measures

Process 1:   **WELLBEING -** Embedding of proactive processes and strategies focusing on resilience, social and emotional learning.

Student support processes are reviewed through consultation with a clear set of practices and procedures established to improve monitoring and communication.

Evaluation	Funds Expended (Resources)
Our school continues to follow regular discussions and evaluations of current processes to support the wellbeing of students and increase staff knowledge in whole school strategies aimed at increasing students' social and emotional health through quality, strategic and measurable improvements. Towards the second semester in 2020, our staff engaged in a trauma-informed practice professional learning delivered by district APLAs to support our teachers in understanding the additional learning needs of our students who experienced trauma. Further courses will be timetabled in 2021 to increase teacher knowledge of the wellbeing and emotional intelligence of all students. An additional future focus is the inclusion of social groups and resilience programs during breaks for students requiring support in these areas. Sentral remains a platform to record and search for student and staff information relevant to improving communication, monitoring and support accessed. Towards the end of the year, the frequency of formal review meetings was also revised to reflect the needs of our stakeholders. From 2021, formal review meetings will now only be twice a year. Other meetings requested by parents/carers occur regularly based on needs.	Low Level Disability Flexible $25373

Process 2:   **CONNECTED LEARNING -** Future focused skills and capabilities are developed to enhance teaching and learning programs and student engagement.

Innovative and dynamic teaching strategies are implemented to increase collaboration skills, critical thinking and creativity.

Progress towards achieving improvement measures

Process 2:   The school will increase its capacity to use technology for learning through acquisition of hardware including mobile devices and sustained professional learning.

Evaluation	Funds Expended (Resources)
The Maker space was established and resourced with the aim of increasing student engagement and staff's understanding of innovative and future-focused practices. Several professional learning sessions were delivered to staff in 2019 to encourage the use of newly procured robot kits within their classrooms for further exploration. Scope IT was also incorporated for staff and students to enhance understanding of the basics of coding and robotics. At the beginning of 2020, a plan to hold a Maker Faire at the end of the year to showcase the work of each classes stemming from the use of the MakerSpace and available technologies within did not proceed due to the pandemic. Several projects including the integration of robotics equipment to enhance student engagement and increase future-focussed skills in using technology resumed fully towards Semester two at a small scale level, within the Gifted and Talented programs offered by the GaTS committee. The enrichment class sizes remained small because of the restrictions. It remains a plan for 2021 to increase the school's Digital technologies understanding and support the delivery of the Science and Technology Key Learning Area utilising the MakerSpace and the existing technologies at school.	Technology $5000

Process 3:   **COMMUNITY ENGAGEMENT -** Improved commitment to learning community initiatives.

Increased use of consultation strategies to provide enhanced partnerships.

Evaluation	Funds Expended (Resources)
The school staff diligently communicated and collaborated with parents during the Learning from home phase. TTFM surveys continued to support the evaluation of school processes and procedures and drive future changes. Because of COVID lockdowns, many projects and activities planned for 2020 were delayed or off track. In 2020, it is to be noted that support for our Aboriginal and EAL/D students continued throughout the year with academic and cultural inclusivity in focus throughout. The yarning circle and Reconciliation Action Plan remains a focus for 2021. The principal regularly reported to all staff and P & C to continue to increase communication, positive relationships and enhance engagement within the community.	Aboriginal Background Flexible $13726

Strategic Direction 3

CAPABILITIES

Purpose

To create a school culture which values sustainable, instructional leadership which develops confidence and collaboration across the school community.

School Excellence Framework V2 Reference

- Educational Leadership
- Professional Standards
- Learning & Development
- Management Practices & Processes

Improvement Measures

The percentage of parents acknowledging the school has high expectations and communicates effectively regarding their child's progress will increase to 95% (Baseline 85% 2017 *Parent Satisfaction* Survey).

The Four Dimensions of Classroom and School Practices of Feedback where school leaders provide useful feedback about teaching practice will increase to exceed 8.0 (Baseline 7.2 2017 *Tell Them From Me* Teacher Survey).

Progress towards achieving improvement measures

Process 1: **LEADERSHIP IMPROVING TEACHER QUALITY -** All staff engage in quality performance and development aligned to the teaching standards to improve and expand their teaching practice.

Aspiring and current leaders are coached and mentored to achieve higher accreditation modelling visible, distributive and instructional leadership.

Evaluation	Funds Expended (Resources)
All beginning teachers were aligned with a mentor to support them and had two beginning teaching days with the principal on curriculum. PDP goals were monitored and observations completed by supervisors. Instructional leadership was provided in the last 6 months on writing and this will continue in 2021. L3 training was completed by 4 teachers, unfortunately this program has ceased in 2021 so teachers will be supported in class by mentors with reading.	Beginning Teacher Funding $33337

Process 2: **STUDENTS AS LEADERS -** All students set goals through the process of reflection, self-assessment and feedback strategies.

Student leadership opportunities are provided to develop student skills, resulting in quality student leadership throughout the school and across the learning community.

Evaluation	Funds Expended (Resources)
Due to COVID, many normal school events did not occur in their normal format. We were fortunate for SRC, Leadership forum and Mini fete to still occur. School leaders were able to develop their leadership skills through these events as well as their adaptability and resilience skills. Parents and their community were not as involved as in past years but moving forward into 2021, the school will be looking at other forms of communication to celebrate successes with parents.	NIL

Process 3: **SYSTEMS AND PROCESSES -** Current administrative whole school practices and systems are reviewed with clear documentation created which effectively supports school operations.

School procedures are aligned with policy and are implemented with consultation and consistency.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Sentral is now used for all reports, meeting minutes, LAST needs, collection of data and health care needs. This system will continue to be utilised next year and more upskilling of executive and office staff to continue to streamline procedures. Administrative systems will continue to be updated in line with department policies and procedures to effectively support school operations and teaching and learning.	Software costs $8000

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support		Integration funding support has been used to support students both in class and in the playground. Student Learning Support Officers work closely with class teachers to ensure personalised support plans are being met and every student is being supported to ensure they continue to meet their personal goals. The support is tailored to meet each child's needs and timetables are regularly reviewed to ensure academic, social or emotional goals are supported.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	152	144	134	125
Girls	132	125	122	103

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	95.4	96.4	95.6	96.3
1	96	93.4	94.1	95.1
2	96.6	94.3	92.1	94.2
3	95.8	94.7	94.1	93.7
4	95.8	93.5	92.8	95.1
5	94.2	95.3	92	91.8
6	94.2	93.2	94	92.9
All Years	95.3	94.4	93.6	94.1
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)	3
Classroom Teacher(s)	7.21
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	195,316
Revenue	2,390,280
Appropriation	2,288,730
Sale of Goods and Services	13,993
Grants and contributions	80,324
Investment income	532
Other revenue	6,700
Expenses	-2,286,532
Employee related	-2,116,331
Operating expenses	-170,202
Surplus / deficit for the year	103,747
Closing Balance	299,063

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	102,220
Equity Total	132,163
Equity - Aboriginal	10,950
Equity - Socio-economic	18,002
Equity - Language	12,208
Equity - Disability	91,003
Base Total	1,799,737
Base - Per Capita	61,569
Base - Location	0
Base - Other	1,738,168
Other Total	138,015
Grand Total	2,172,136

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

Teachers, students and parents and caregivers were all given the opportunity to complete the Tell Them From Me survey.

Responses were positive and predominantly increased from previous years. Parents response to whether they feel welcome at school was 7.1 (State 7.4), an increase from previous years. Parents agreed that the school supports learning (School 7.5, State 7.3) and positive behaviour (School 8.0, State 7.7).

This year there were 14 teachers who completed the survey. In each aspect of the survey the school norm was slightly lower than the state norm. Teachers believed collaboration could improve between staff. Teachers reported that they believe the school has an inclusive environment and give students the opportunity to use technology in learning. Both of these previous aspects were above the state norm.

All students in year four, year five and year six had the opportunity to complete the survey in term four. Students are positive in their responses to most aspects of the survey. Students reported that the relationships with teachers and advocacy at school were the same as state norms.

Lisarow Public School 2407 (2020)

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.