

2020 Annual Report

Lethbridge Park Public School



4408

Introduction

The Annual Report for 2020 is provided to the community of Lethbridge Park 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

Quality teaching and learning at Lethbridge Park Public School will be in a safe and respectful learning environment which fosters positive participation and promotes high expectations.

We believe that:

- Richness of teaching is a priority. We are committed to high quality teaching and learning informed by current research and practice. We work collaboratively to achieve positive personalised learning outcomes for all students.
- Resilient learners have no limit to what they can achieve and have the right to flourish through widening opportunities.
- Our cultures, our school and our achievements are a source of pride.
- As a community together we achieve.

School context

Lethbridge Park Public School has an enrolment of 450 students, including 25% Aboriginal and Torres Strait Islander and 30% Pacific Islander students. It boasts a highly accredited preschool and three support classes for students with autism and mild intellectual disabilities. An enthusiastic and committed staff provide a nurturing environment with differentiated learning experiences to meet the needs of individual students. The school has a strong inclusive and collaborative culture where the expertise and contribution of staff at all levels is highly valued and respected. The school's strategic directions of Teaching, Learning and Leadership, with the incorporation of technology into classroom practice, ensure students are actively involved in their learning. Lethbridge Park Public School is committed to delivering high quality, innovative programs, including Early Action for Success and Positive Behaviour for Learning.

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

Leadership

Purpose

To embed distributed leadership practices to engage the whole school community.

Improvement Measures

Increased percentage of time spent on educational leadership for all stakeholders.

For leadership capacity to be spread broadly amongst all stakeholders to enhance school capacity to extend strategic outcomes.

Overall summary of progress

Progress around focusing leadership on pedagogy and curriculum rather than management was successful and created significant change throughout the school plan. In 2020 the impact of COVID-19 upon school planning delayed a range of identification of school based leaders. This will inform direction for the new strategic plan.

Progress towards achieving improvement measures

Process 1: Create opportunities and explicit teaching and learning opportunities for leadership strength.

Evaluation	Funds Expended (Resources)
SD1 impacted by COVID and the resulting change of school direction throughout 2020.	

Process 2: Create a focus and strength of educational leadership in all areas for all staff. Educational leadership to become an explicit and critical component in daily operation. Process to include identifying leadership candidates, creating school and local network leadership pathways.

Evaluation	Funds Expended (Resources)
SD1 impacted by COVID and the resulting change of school direction throughout 2020.	

Process 3: Identify and nurture aspirational and existing community leaders, creating authentic leadership pathways to enhance both individuals and school community leadership capacity.

Evaluation	Funds Expended (Resources)
SD1 impacted by COVID and the resulting limitation upon use of school site and face to face interaction with community.	

Process 4: To enhance school environment to convey a clear message of educational quality.

Evaluation	Funds Expended (Resources)
SD1 impacted by COVID and the resulting change of school direction throughout 2020.	

Process 5: Significant engagement by existing and aspirational leadership team in leadership credential and pathways.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

SD1 impacted by COVID and the resulting impact upon professional learning and school direction.

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Strategic Direction 2

Learning

Purpose

To further develop self-regulated, engaged learners who value educational opportunity.

Improvement Measures

For student attendance rates to improve each year 2018-2020.

Increase in average "effort" scores on student reports from 2018-2020.

Increased percentage of students achieving higher level progress on PBL journey.

Overall summary of progress

The impact of COVID-19 resulted in a significant and unplanned changes in direction with learning, with an increased focus upon remote and flexible learning. The school supported student learning with an enhanced technology access and pedagogical changes to maintain effective teaching and learning throughout 2020.

Student attendance was impacted by increased focus on managing student health and awareness of respiratory health, making the overall comparison to previous years problematic.

The percentage of students progressing to higher levels on the PBL (as measured by the award of platinum awards) remained similar to that of 2019, however the overall balance between K-2 and 3-6 awards showed some level of inconsistency which will be addressed by refined procedures in 2021.

Progress towards achieving improvement measures

Process 1: Students to be able to articulate their own learning goals, along with success measures and the next step.

Evaluation	Funds Expended (Resources)
In 2020 was delayed, however will inform strategic improvement plan for 2021-2024.	

Process 2: Students to further develop growth mindsets and to engage with opportunity.

Evaluation	Funds Expended (Resources)
In 2020 was delayed, however will inform strategic improvement plan for 2021-2024.	

Process 3: Students to engage with academic opportunities and strive to achieve their best.

Evaluation	Funds Expended (Resources)
In 2020 was delayed, however will inform strategic improvement plan for 2021-2024.	

Strategic Direction 3

Teaching

Purpose

To enhance explicit evidence based pedagogies that meet the needs of all students.

Improvement Measures

For NAPLAN growth in all measured areas year 5 & 7 to be greater than that of NSW.

For EAFS measures K-3 to show a decrease in the number of students at risk and an increase in the number of students on track.

Additional EAFS targets have not been released (March 2019) but will for a component of strategic direction 3 improvement measures.

Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30% over 2017 levels by 2020 and to increase the proportion of all students in the top two NAPLAN bands by eight per cent by 2019

Progress towards achieving improvement measures

Process 1: Promotion of evidence based pedagogy to enhance efficient teaching.

Evaluation	Funds Expended (Resources)
The focus upon evidence based pedagogy in 2020 drove professional learning and school direction, particularly in the later half of the year as more efficient and strategic approaches to teaching and learning were promoted. The school priority to specifically target student need in line with best practice was reflected in professional learning and leadership direction.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$40320.00)

Process 2: School based and external data to identify students with opportunity to extend into top two bands and create strategic "bump it up" plans.

Evaluation	Funds Expended (Resources)
The impact of COVID -19 upon student data has delayed the implementation of this activity. The goals of the activity are reflected in the 2021-2024 strategic improvement plan.	

Process 3: Development of data collection systems

Evaluation	Funds Expended (Resources)
School based data systems were further refined in 2020, along with assessment resources, plans and calendar. A focus for the 2021-2024 strategic improvement plan will include using these data sources to more closely inform practice.	

Process 4: Embed innovations in teaching.

Evaluation	Funds Expended (Resources)
A range of innovations in teaching resulted from the remote learning phases of COVID-19, supported by enhanced technology provision. Students in years 1-6 had an increasing reliance upon online platforms to drive student learning and connections with each other and the school using video conferences, collaborative work spaces and education based social media	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$164000.00)

Progress towards achieving improvement measures

platforms. The innovation created by this continued to form a component of classroom practice when on campus learning resumed.

Process 5: Provision of networks to support higher accreditation.

Evaluation	Funds Expended (Resources)
This initiative was impacted by COVID-19 in 2020 and will need to be considered as part of the 2021-2024 strategic improvement plan.	

Process 6: Continued focus on growth as a key improvement measure.

Evaluation	Funds Expended (Resources)
In 2020 NAPLAN was not delivered due to the impact of COVID-19, making it difficult to use external measures to quantify growth. Lethbridge Park Public School continued to collect internal data and participated in the 2020 check in assessment for years 3 and 5, allowing for 2020-2021 growth to be measured and to inform the 2021-2024 planning cycle.	

Process 7: Classroom observations cycles - learning walks, two way feedback processes

Evaluation	Funds Expended (Resources)
This innovation was impacted by COVID-19 in 2020 and will need to be considered as part of the 2021-2024 strategic improvement plan.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$76 277.00) Socio-economic background (\$15 115.00) 	<p>AEO provision on track - 1.0 FTE for 2020 (including flexible working arrangement linked to COVID-19).</p> <p>NAIDOC events were delayed due to impact of COVID-19, implemented in term 3 2020.</p> <p>PLP provision was implemented using a remote model in response to COVID-19 restrictions.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$55 847.00) 	English language proficiency funding directed towards SLSO provision in 2020 - this included a flexible working arrangement linked to COVID-19 restrictions.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$272 185.00) 	LAST provision exceeded 1.8FTE, although program was significantly impacted by both COVID-19 restrictions and by casual teacher shortages.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$82 585.00) 	QTSS program was impacted by COVID-19 and the remote learning period of 2020, however an opportunity was created of enhanced professional learning. A consistent approach to QTSS was supported by timetabled time allocation which were not impacted by variation associated with staff availability. A change in executive allocation occurred in term 4 which further enhanced the QTSS program in 2020.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$145 690.00) 	Planned expenditure in 2020 included the provision of both overnight and day excursions, both none of which were able to go ahead due to COVID-19 restrictions. Socio-economic funding, planned to support this initiative, was directed towards the provision of iPads, computers and wireless dongles to ensure that all students could remain connected to the school during period of remote learning. Additional funds were allocated to software provision to ensure that the model of online learning in 2020 continued to meet the needs of students.
Support for beginning teachers		Beginning teacher support was impacted by COVID-19 and the remote learning period of 2020, however an opportunity was created of enhanced professional learning. A consistent approach to beginning teacher support was supported by timetabled time allocation which were not impacted by variation associated with staff availability. 1 beginning teacher successfully completed accreditation to the level of proficiency in 2020.
Positive Behaviour for Learning		Overall progress of the positive behaviours for learning program was impacted by COVID-19 in 2020, however the program remained viable and on track throughout 2020 by adopting a flexible approach to delivery and recognition.
Early Action for Success	Funding Sources: <ul style="list-style-type: none"> Early action for success 	Early Action for Success was significantly impacted by COVID-19 and remote learning,

Early Action for Success	(\$158 968.25)	along with a flexible approach to work arrangements. In term 4 the Instructional Leader was seconded to another school and recruitment efforts did not result in the appointment for a new Instructional Leader and remains a goal for 2021.
Preschool Quality Improvement Plan	Funding Sources: <ul style="list-style-type: none"> • Professional learning (\$8 000.00) 	The preschool quality improvement plan remained a flexible working document and was not significantly impacted by COVID-19 in 2020. The feedback from the 2019 rating and assessment process continued to inform preschool direction in 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	199	208	223	210
Girls	197	205	205	189

Student attendance profile

School				
Year	2017	2018	2019	2020
K	88.5	87.9	90	90.4
1	91.4	90.3	87.8	88
2	91.8	88.6	89.2	88.7
3	92.5	92.2	89	85.3
4	92.3	92.3	92	86.3
5	91.2	87.8	90.6	79.1
6	93.8	92.2	90.4	85.6
All Years	91.6	90.1	89.8	86.4
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)	6
Classroom Teacher(s)	16.96
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	9.52
Other Positions	3

*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	659,573
Revenue	6,735,632
Appropriation	6,691,592
Sale of Goods and Services	18,400
Grants and contributions	9,393
Investment income	1,247
Other revenue	15,000
Expenses	-7,095,049
Employee related	-5,825,205
Operating expenses	-1,269,844
Surplus / deficit for the year	-359,416
Closing Balance	300,157

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	4,963
Equity Total	1,664,876
Equity - Aboriginal	227,392
Equity - Socio-economic	1,109,452
Equity - Language	55,847
Equity - Disability	272,185
Base Total	3,452,541
Base - Per Capita	112,320
Base - Location	0
Base - Other	3,340,221
Other Total	1,302,790
Grand Total	6,425,170

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

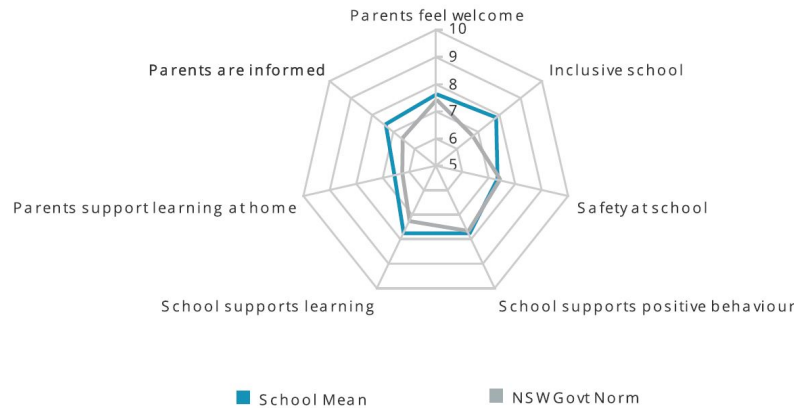
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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 2020 the school used the Tell Them From Me Survey as a primary tool for collecting information about parent, student and teacher satisfaction. Significant highlights of the survey included:

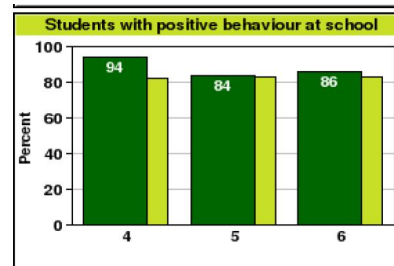
- Parents rating inclusiveness, supporting learning and feelings for being welcome at rates greater than that of NSW government norms.
- Student reports indicated participation in school sport, sense of belonging, positive relationships and positive behaviours and wellbeing greater than that of NSW government norms.
- Positive homework behaviours were identified by the Lethbridge Park Public School students as being below the NSW government norm.
- Teaching staff at Lethbridge Park Public School identified leadership, learning culture and technology as above that of the NSW government norm, with collaboration noted as an area for further investigation.



Students with positive behaviour at school

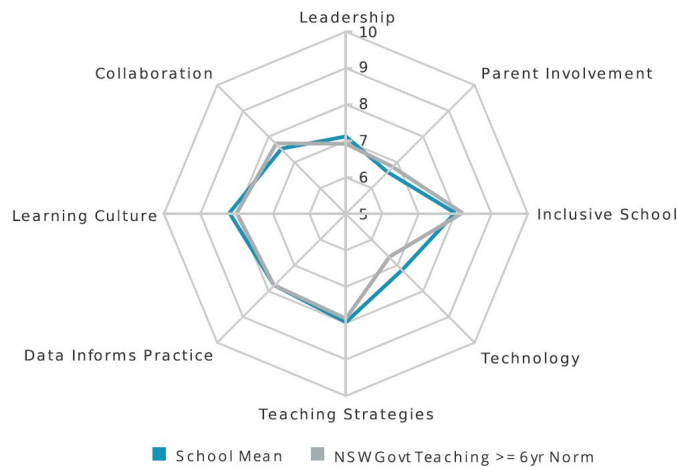
Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 88% of students had positive behaviour. The NSW Govt norm for these years is 83%.
- 88% of the girls and 87% of the boys in this school with positive student behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%.



Eight Drivers of Student Learning

Teaching >= 6yr



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.