

2020 Annual Report

Lapstone Public School



4424

Introduction

The Annual Report for 2020 is provided to the community of Lapstone 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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Message from the principal

The Annual Report for **2020** is provided to the community of Lapstone 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.

Ms Marvic Aquilina

School vision

At Lapstone Public School we are empowered to be collaborative, curious, risk-taking learners with high expectations which promotes the school motto of, 'Achieve and Explore'.

We are committed to building respectful, compassionate relationships and fostering an inclusive culture.

We challenge ourselves to be proactive and resilient citizens to thrive in a globalised world.

School context

Lapstone Public School is a high performing school of 220 students, with a strong tradition of community engagement, situated on Darug land in the lower Blue Mountains, surrounded by bushland. Established in 1971, the school is committed to empowering our students, staff and community to be collaborative, curious, risk-takers with high expectations for learning. 1% of our students identify as Aboriginal or Torres Strait Islander and 14% of our students come from families identified as having a Language Background other than English. Lapstone Public School strives to develop student potential by providing an education that is a balanced within the intellectual, creative, social-emotional and physical learning domains. Through strong foundations in wellbeing, our students are supported to be respectful and compassionate global citizens who embrace inclusivity.

The school receives funding through the Resource Allocation Model (RAM): Socio-economic Background with the calculated equity loading determined by a FOEI Family Occupation and Education Index of 30 and an ICSEA Index of Community Socio-Educational Advantage of 1125.

At Lapstone Public School, teaching and learning programs have been developed to meet the needs of significant student groups, inclusive of high potential and gifted students, as well as students with specific learning and physical needs. Programs are in place to support students learning English as an additional language and dialect. We value and aim to embed cultural programs that support Aboriginal and Torres Strait Islander perspectives, as well as multicultural groups.

Lapstone Public School prides itself on developing the whole child, by providing students with opportunities to engage with a variety of extracurricular activities including band, ukulele, chess, choir, dance, debating, drama, environment & sustainability, public speaking, PSSA and representative sports and STEM groups.

The school has an onsite out of school hours care centre (which also provides vacation care). All classes have access to a range of ICT devices to support learning. Lapstone Public School has extensive sporting facilities, a multipurpose performing arts space and dedicated Aboriginal cultural spaces, including a Yellamundie Nura (storyteller country) garden. Learning about Aboriginal language is a high priority for the community.

Students are encouraged to have a voice in their learning and are provided opportunities to develop student agency in the school. In addition to the school's student-body elected captains and vice captains, student leadership opportunities have been established to include class leaders, library leaders and sporting leaders, with a view of developing technology leaders in the future.

As a result of a rigorous Situational Analysis and community consultation, the school has identified that the focus for our 2021-24 Strategic Improvement Plan centres around:

- Further developing the capacity of all staff to collaboratively design, implement and evaluate a consistent approach to quality teaching in numeracy.
- Building a consistent approach to student progress monitoring reading and numeracy across the whole school, incorporating the use of the Learning Progressions.
- Enhancing and building upon systems and practices to meet the needs of high performing and gifted students
- Supporting staff to develop opportunities and skills with collaborative and evaluative practice
- Implementing Wellbeing programs which is contextual.

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>

Strategic Direction 1

Connections and Culture

Purpose

We aim for understanding of and preparedness for the changing world and strive to enable our students to be world class, active, aware and informed citizens, capable of making positive contributions to society with motivation, confidence, resilience and a growth mindset.

Improvement Measures

Improve and increase the profile of Positive Behaviour for Learning processes and practices within the school.

Stakeholders of the school community are represented in community feedback to the school.

Increased connection around student learning between home and school based on 2018 systems.

Progress towards achieving improvement measures

Process 1: Increasing community engagement.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>The ways that the school built on the progress made in 2019 with increasing community engagement was different, largely in part due to the changes during home learning. Although very few events were able to be held where parents and community members attended on-site, the school developed a range of strategies to sustain and grow community engagement with the school. During home learning, all staff were supported in developing, delivering and supporting student home learning resources (both physical and digital resources) that were communicated through Google classroom. QTSS funding was used to fund several staff members to assist all teachers with facilitating daily online video conferences with their classes to support student learning.</p> <p>As students increasingly returned to school, these digital skills and resources were used to develop online opportunities for the school community to experience events, including school assemblies, presentation day, parent information meetings, Education Week 'online open day' and a whole-staff 'community connect' session online. Consultation and communication with the school's P&C was maintained and COVID safe opportunities for parents/carers to view some school events (such as the book parade and Year 6 graduation assembly) from the school fence were facilitated, where possible.</p> <p>These events provided a range of opportunities for the school community to maintain a level of engagement with the school that met all health and safety requirements. Evidence of the effectiveness of these efforts was that the school received a high level of positive feedback (through emails, phone conversations and through Google classroom), indicating that community engagement levels had been sustained throughout the year.</p> | <p>QTSS funding was used to fund several staff members to assist all teachers with facilitating delivery of online learning programs and school events.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$49000.00) |

Process 2: Student wellbeing underpins all programs and contributes to the growth of individuals and collective wellbeing.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Across 2020 the school responded to identified student needs to maximise opportunities for students to be known, valued and cared for. As students began to return to school full-time, a therapy dog was introduced to support students struggling with significant changes in their lives. 'Peanut' the therapy dog has become immensely popular with students and staff. This has been</p> | <p>Cost of 'Smiling Minds'</p> <p>Introduction of a therapy dog</p> <p>Funding Sources:</p> |

Progress towards achieving improvement measures

used to support specific students requiring additional social and emotional support (as identified through the Learning Support Team), as well with all students throughout the school day.

The mindfulness program 'Smiling Minds' was identified as an evidence-informed wellbeing program that could also support students at the school. Professional learning was undertaken for all teachers and has been implemented with all students K-6.

- Low level adjustment for disability (\$19190.00)

Process 3: The community knows what we do and why we do it.

1. Continuation and growth of the Aboriginal Torres Strait Islander education and appreciation.
2. Teacher led parent information sessions. Cafe; Connect and orientation procedures.
3. Community feedback.
4. Connecting learning between home and the school

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Communication with the school community was vital throughout 2020 and opportunities to share significant events included the celebration of the opening of the school's 'Yellamundie Nura' Storytime Garden and the Dharug language program K-6.</p> <p>Aboriginal background funding was used to support staff with facilitating online learning, as well as with online parent information sessions, 'Community Connect' and orientation events. The evidence of the effectiveness of these systems and practices were reflected in TTFM surveys, LEED Project surveys and consultation groups.</p> | <p>Aboriginal background loading used to support staff with online parent information sessions, 'Community Connect' and orientation procedures.</p> <p>TTFM surveys, LEED Project surveys and consultation focus groups.</p> <p>Aboriginal background funding used to support staff with facilitating online learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$5100.00) |

Next Steps

The situational analysis developed with input from students, teachers and the community in Term 4 highlighted some important next steps for the school, including;

- introducing and supporting programs in the school aimed at enhancing student resilience, with consultation and involvement from the school community.
- developing consistency in the ways students and teachers use visible learning strategies and systems across the school, to develop increasingly empowered and self-motivated learners.
- maximising and refining the opportunities for students and parents to regularly co-develop personalised learning goals with teachers.
- provide increased opportunities for student leadership development across the school.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

Teachers and leaders build a strong culture that has a growth mindset, collective efficacy and moral purpose.

All teachers and leaders will be provided with opportunities to actively engage in differentiated professional learning to enable the delivery of a flexible, evidence-based curriculum focused on maintaining high expectations of improving student learning outcomes. Leadership capacity will be built through a culture of collaboration and empowerment toward leadership sustainability.

Improvement Measures

100% of students are able to articulate their learning goals in literacy and numeracy.

100% of staff embed quality consistent assessment practices which inform and result in differentiated classroom practices.

Professional Development Plans

100% of teachers engage in Teacher Professional Learning that meets their point of need.

Progress towards achieving improvement measures

Process 1: Instructional Collaboration:

Teachers will be engaged in focussed collaborative work within and across schools. Teachers will participate in:

Mentoring

Professional Learning Community-Lower Mountains Learning Community.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Dedicated Instructional Leaders led TPL for enhanced mathematics and HPGE systems and practices. This was then followed up by Instructional Collaboration through planning sessions, in-class support and feedback for all staff.</p> <p>Health restrictions made face-to-face professional collaboration across a broader community challenging, however, the situational analysis conducted in Term 2 highlighted this as a priority for staff moving forward.</p> | <p>0.4 FTE allocation to support IL roles for mathematics and HPGE.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$38231.00)• Socio-economic background (\$3413.00) |

Process 2: Student learning outcomes are improved and regularly monitored through practices which will include:

1. Effective Classroom Practice.- Explicit teaching
2. Quality Assessment.
3. Data skills and use. Including Learning Progressions

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Support was provided by the mathematics Instructional Leader for all teachers to refine Teaching and Learning programs for mathematics, with a particular focus on providing explicit and differentiated teaching.</p> <p>All teachers K-6 have refined the way that formative and summative assessments are used, particularly in Mathematics and English.</p> <p>A data wall was used by all K-2 staff to monitor and support student progress with 'Creating Texts' (writing) in the Literacy Progressions. This refined the K-</p> | <p>0.4 FTE allocation to support IL roles for mathematics and HPGE.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$37182.00) |

Progress towards achieving improvement measures

| | |
|--|--|
| 2 teachers' data skills, by using this data to develop personalised learning goals for all students. | |
|--|--|

Next Steps

Moving forward, the following areas have been identified through the situational analysis as important next steps;

The development of 'rich tasks' for formative and summative assessments, particularly in mathematics and English, to engage students and to maximise the opportunities for students to demonstrate their learning.

The use of the Progressions for Learning to be used for student progress monitoring consistently across K-6, with a focus for Literacy and Numeracy.

Developing a school-wide approach to support all students in developing their capacity to be empowered learners, through refined visible learning systems and and practices for teachers and students.

The ongoing refinement of systems and practices to support personalised professional learning, collaboration, mentoring and quality feedback for all teachers.

Strengthening and developing professional learning communities, such as the Lower Mountains Learning Community.

Strategic Direction 3

Future Focused Learning

Purpose

We are looking to further develop future focussed learning to extend every child and promote enrichment for all students.

We believe in growing the capacity of our staff to create and deliver programs that develop intrinsically-motivated students who employ lateral thinking skills to solve problems. Our students will be encouraged to ask questions and supported to seek answers whilst engaging with technology in a meaningful way.

Improvement Measures

Increased opportunities, based on 2018 data, for students to participate in problem based learning activities to encourage critical and creative thinking.

100% of students are tracked through the general capability continuum which is then communicated to parents.

A range of strategies exist to identify, differentiate and support students to reach their full potential in and outside the classroom.

Progress towards achieving improvement measures

Process 1: Technology Influenced Pedagogy

Teachers and Leaders will draw on the General Capability Framework and training in coding and digital fluencies to authentically embed technology into programs and track student progress.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>The understanding of the General Capability Framework has been developed across the school and staff are increasingly aware of opportunities to incorporate the use of technology to support learning, particularly during mathematics.</p> <p>The next step will be to develop a whole-school approach for tracking students through the general capability continuum, in order to communicate this to parents.</p> | <p>A staff professional learning session was held on the General Capability Framework.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2500.00)• Professional learning (\$14938.50) |

Process 2: Challenge-Based Learning

Training in enrichment processes will support teachers to lead innovative and investigative learning that will empower teachers to identify, differentiate and engage all learners.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Based on consultation through the situational analysis, an opportunity was identified for all staff to participate in mathematics TPL with a local university, in Term 1 2021. The focus will be on developing teacher capacity to incorporate problem based learning activities to encourage critical and creative thinking in mathematics. The development of 'rich tasks' for formative and summative assessments, will also be incorporated into this program.</p> <p>Also identified was the need for developing a school-wide approach to support all students in developing their capacity to be empowered learners, through refined visible learning systems and practices for teachers and students. This will also be developed in the new school plan for 2021.</p> | <p>IL HPGE providing support for teachers to identify and meet the needs of HPGE students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$14938.50) |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|--|
| <p>Aboriginal background loading</p> | <p>A casual teacher employed to enable ATSI PLP meetings.</p> <p>A casual teacher employed to enable the Aboriginal education team leader to facilitate the coordination of NAIDOC Day, the totem handover and the opening of the 'Yellamundie Nura' Storyteller Garden.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$2 128.00) | <p>100% of aboriginal students and families worked together to create personalised learning plans through goal setting interviews.</p> <p>All students and staff K-6 engaged in a range of experiences to broaden their understanding and appreciation of Aboriginal history and culture. This included the involvement of all students and staff in a smoking ceremony to open the Yellamundie Nura.</p> <p>All Stage 3 students (Years 5 & 6) actively involved in a totem handover ceremony with Aboriginal elders.</p> <p>All Year 6 students involved in writing a new welcome to country for their school.</p> |
| <p>English language proficiency</p> | <p>SLSO teacher support time.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$14 772.00) | <p>SLSO teacher support time was used to support students in their learning in classrooms.</p> |
| <p>Low level adjustment for disability</p> | <p>SLSO teacher support time.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$124 774.00) | <p>SLSO staff supported students at their point of need. This ensured students were able to access the curriculum to connect, thrive and succeed at school. Students were supported as per students' IEPs, in the classroom and on the playground as needed.</p> |
| <p>Quality Teaching, Successful Students (QTSS)</p> | <p>Teacher contracted two days per week.</p> <p>Principal Support allocation - \$26860</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$89 731.00) | <p>QTSS funding and School Support allocation (Principal Support finding) was used to support the achievement of the school's strategic directions, by facilitating the development and delivery of systems and practices for High Potential/Gifted Education, Learning and Support, teacher coaching and mentoring in mathematics and the integration of digital technologies.</p> <p>High Potential/Gifted Education: HPGE coordinator led all staff in professional learning and supported the development and implementation of IEPs for HPGE identified students.</p> <p>Learning and Support: LST coordinator led all staff in professional learning and supported the resourcing and implementation of the MultiLit intervention program for identified students. They also coordinated the development and implementation of IEPs for students requiring additional support.</p> <p>Teacher coaching and mentoring in mathematics; a dedicated Instructional Leader (mathematics) was engaged to support teacher professional learning, coaching and mentoring with evidence informed practices for teaching mathematics K-6.</p> <p>Digital technologies: Several staff members</p> |

| | | |
|--|--|--|
| <p>Quality Teaching, Successful Students (QTSS)</p> | <p>Teacher contracted two days per week.</p> <p>Principal Support allocation - \$26860</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$89 731.00) | <p>were provided opportunities to support students and staff K-6 with the use of digital technologies to support learning, particularly in support of home learning and communicating/sharing school events digitally across the year.</p> |
| <p>Socio-economic background</p> | <p>SLSO time purchased to facilitate implementation of reading intervention programs and support with writing.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$6 359.00) | <p>Programs for selected students implemented with a high level of support. This supported students to achieve learning outcomes and IEP goals for reading and writing.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 114 | 116 | 121 | 110 |
| Girls | 137 | 127 | 125 | 112 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 97 | 95.5 | 96 | 98.3 |
| 1 | 96.9 | 94.7 | 93.4 | 96.1 |
| 2 | 94.6 | 95.6 | 95 | 96.1 |
| 3 | 96.3 | 94.5 | 93.3 | 95.8 |
| 4 | 96.4 | 95.6 | 93.6 | 96.2 |
| 5 | 95.3 | 94.9 | 95.6 | 95.1 |
| 6 | 96 | 95.4 | 93.6 | 97 |
| All Years | 96.1 | 95.2 | 94.2 | 96.4 |
| 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) | 3 |
| Classroom Teacher(s) | 7.19 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.42 |

*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 | 193,950 |
| Revenue | 2,228,540 |
| Appropriation | 2,139,482 |
| Sale of Goods and Services | 4,095 |
| Grants and contributions | 84,140 |
| Investment income | 724 |
| Other revenue | 100 |
| Expenses | -2,253,868 |
| Employee related | -1,990,889 |
| Operating expenses | -262,979 |
| Surplus / deficit for the year | -25,328 |
| Closing Balance | 168,622 |

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 | 118,896 |
| Equity Total | 92,395 |
| Equity - Aboriginal | 2,128 |
| Equity - Socio-economic | 6,359 |
| Equity - Language | 10,250 |
| Equity - Disability | 73,658 |
| Base Total | 1,814,379 |
| Base - Per Capita | 59,164 |
| Base - Location | 0 |
| Base - Other | 1,755,215 |
| Other Total | 87,976 |
| Grand Total | 2,113,646 |

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

The 'Tell Them From Me' surveys were conducted in 2020, along with additional surveys and consultation groups as part of the LEED (Leading Educational Evaluation and Design) Project with parents, teachers and students in Years 4, 5 & 6. During the LEED Project, the executive were supported by the department's Centre for Educational and Statistical Evaluation (CESE) with their analysis of the responses. This identified a number of strengths within the school learning community, as well as areas for development in the next cycle of the School Improvement Plan.

Parent and carer responses showed a steady level of community satisfaction compared to similar schools in NSW. The school's inclusive environment, opportunities for student support in learning and extracurricular activities were identified by parents and carers as particular strengths. They also indicated that they were very appreciative of the school's high level of communication and support for student continuity of learning throughout 2020.

Student surveys identified a number of positive trends, including a decrease in the number of students who identified as being a victim of bullying in the past twelve months (down by half to 8%, compared to a state average of 36%). Additional positive student satisfaction trends included an increase in students' sense of belonging, interest and motivation and positive behaviour at school. There was also an increase in students' sense of advocacy and expectations for success at school. Similar to previous years, students at Lapstone indicated that they continued to enjoy the wide range of extra-curricular opportunities at the school. A follow-up consultation survey for the LEED Project saw them identifying technology, sport and drama as particular areas of interest. Students provided positive feedback with regards to learning about Aboriginal culture and the continued implementation in the learning of Aboriginal language. The school has considered this feedback in planning for the future.

The LEED Project provided additional opportunities for the school's staff to share their ideas for the new school improvement plan, as well as indicate current areas of teacher satisfaction. Teachers identified strengths in the school to include the high expectations that the staff have for students, classroom management and sense of wellbeing in the school. There was a clear indication (both through surveys and staff consultation focus groups) that teachers identified effective feedback on their teaching practice and professional collaboration were two areas that would support their development and the school's progress in the future.

Analysis of stakeholder satisfaction information has been extremely insightful for informing and developing the strategic directions of the new School Improvement Plan to begin in 2021.

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.