

2021 Annual Report

Lane Cove Public School



Play the Game

2368

Introduction

The Annual Report for 2021 is provided to the community of Lane Cove 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 Strategic Improvement 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

Lane Cove Public School aims to create a community of successful, resilient and self directed learners through a collaborative, supportive and engaging learning environment. All stakeholders in the learning community are committed to improving every year.

School context

Lane Cove Public School, 810 students, (46% EALD students), is located near the vibrant community centre of Lane Cove. Established in 1876, the school has a long tradition of academic excellence and is proud of its reputation for providing a well-rounded education. The school encourages students to set goals and the expectation is that each student will achieve his/her best. Lane Cove Public School also encourages a sense of civic and social responsibility. As well as its strong academic programs the school offers an exceptional art enrichment program, innovative STEAM initiatives as well as an outstanding extra curricular music program. The school also offers sport programs and extra-curricular activities including debating, public speaking, dance and choir. Chess and various languages are available as after school activities. Lane Cove Public School has a dedicated staff supported by strong partnerships with parents and community.

The whole school community, involving students, staff and parents was consulted in a thorough situational analysis followed by the development of a strategic improvement plan. Through our situational analysis, we have identified our need to focus on use of data to inform teaching, assessment practices, effective feedback and collaborative practices and student social and emotional wellbeing. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

We have engaged with the Primary Mathematics Specialist Initiative to address identified areas of need in numeracy.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG and Manager, Aboriginal Initiatives Training Services NSW- Charlene Davison.

We will implement Visible Learning practices across the school in order to ensure consistent explicit teaching and feedback is occurring K-6.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement across the school. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine assessment and data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven practices
- Numeracy
- Reading
- Aboriginal Education and Curriculum Support

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$47,089.56

Literacy and numeracy: \$53,594.44

Per capita: \$8,000.00

Professional learning: \$27,730.90

QTSS release: \$4,663.91

Summary of progress

Numeracy:

In 2021 a number of progress measures were introduced or implemented to drive improvement in teaching and learning across the school. The first initiative was the implementation of the Primary Mathematics Specialists Initiative (PMSI) and specialist mathematics teacher training through the focus on the implementation of rich tasks in mathematics. This has led to improved confidence in the three PMSI teachers that participated in the 2021 training with Laurinda Lomas and in their ability to implement quality teaching in mathematics lessons. Teacher engagement and enthusiasm towards mathematics has increased. This will be a whole school focus in 2022.

The original plan of the three Specialist teachers was adjusted from the initial plan due to 'Learning from Home' in Term 3 and part of Term 4. Instead of all of Year 2 and Year 4 students participating in the PMSI program during 2021, it meant three Year Four classes and two Year 2 classes were involved in the project throughout Terms 2-4. The Specialist teacher training still continued throughout 2021 but 50% of the professional learning (PL) was done via Zoom instead of face-to-face with the other school specialist teachers.

The Instructional Leadership (IL) program worked well in classrooms. Time has not allowed for in depth PL to be conducted so this is a goal for 2022.

Changes have occurred in teaching practices for the specialist teachers, as rich tasks are being embedded into the mathematics programs along with improved student attitude towards mathematics. Mathematics programs have shown evidence of the increased differentiated and rich mathematics tasks.

Literacy:

In 2021 a number of progress measures to drive improvement in teaching and learning across the school were discussed and introduced. The first initiative was to purchase K-2 decodable readers to focus upon the explicit teaching of comprehension skills and strategies through differentiated programs. Due to Covid-19 interruptions these purchases and implementation did not occur until term 4. In 2022 these resources will be implemented to focus on and target specific skills required for understanding complex texts.

In Term 3, 2021 we had planned to hold PL sessions on supporting EAL/D students in the classroom with a focus on reading and comprehension, the second round of QTR and the development of a consistent K-6 reading scope and sequence that was NESA compliant. All of these areas were impacted or delayed due to the 14 week 'Learning from Home' period.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top two bands of NAPLAN reading to be above the system negotiated target baseline of 71.1%.	<p>Data indicates 77.27% of students are in the top two skill bands for reading which is an increase against baseline data.</p> <p>Moving forward, PMSI will be introduced into K-6 classrooms throughout the four terms in 2022. Our trained PMSI mathematics specialist teachers will provide professional learning to all staff as well as team teach in classrooms. The focus will be on highly engaging hands-on activities with an emphasis on problem-solving.</p>
Increase the percentage of students achieving expected growth in NAPLAN reading to be above 66.9% (system-negotiated baseline target)	<p>Improvement in the percentage of students achieving expected growth in Year 5 NAPLAN reading from 60% to be above 66.9% which is the school's system-negotiated baseline target. In 2021 LCPS achieved an expected growth for reading of 74.19%.</p> <p>Moving forward, we will hold staff professional learning in 2022 focusing on differentiated and high quality reading group implementation K-6. The EAL/D team will upskill staff on supporting students with English as an Additional Language or Dialect in the classroom - this will have a reading focus. K-2 will continue to purchase quality decodable literature to use in the classroom.</p>
Increase the percentage of students achieving in the top two bands of NAPLAN numeracy to be above the system negotiated target baseline of 64.2%.	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy for 2021 is 59.09% (system-negotiated target).</p> <p>This is 5.11% below the system negotiated target baseline of 64.2%.</p> <p>Moving forward, PMSI will be introduced into K-6 classrooms throughout the four terms in 2022. Our trained PMSI mathematics specialist teachers will provide professional learning to all staff as well as team teach in classrooms. The focus will be on highly engaging hands-on activities with an emphasis on problem-solving.</p> <p>QTR will have a focus on numeracy across the school as well as literacy.</p> <p>There is also discussion happening around differentiated mathematics groups in Year 5 and 6 with support staff involved in teaching targeted groups of students.</p>
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above 64.4% (system-negotiated baseline target)	<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increased from 60% to at 64.52%</p> <p>This is 0.12% above the system negotiated baseline target of 64.4%.</p> <p>Moving forward, PMSI will be introduced into K-6 classrooms throughout the four terms in 2022. During Term 1 the focus will be on Year 3 and 4 to support NAPLAN growth 2023-2024. Our trained PMSI mathematics specialist teachers will provide professional learning to all staff as well as team teach in classrooms. The focus will be on highly engaging hands-on activities with an emphasis on problem-solving.</p> <p>QTR will have a focus on numeracy across the school as well as literacy.</p>
Value added data in Scout for K-3 at Delivering	<p>The school's value-added is not significantly lower than the value added by the average school, as recorded in Scout.</p> <p>The school is currently performing at the level of 'Delivering' in the theme of Value-add within the element of 'Student Performance Measures'.</p> <p>Moving forward, planned initiatives to support student growth in numeracy and reading will aim to facilitate a positive value-added trend, which will move our school up to an achievement of 'Sustaining and Growing'.</p>

<p>SEF S-aS at delivering in the theme 'Data use in teaching' within the element 'Data skills and Use'.</p>	<p>The school is currently performing at the level of 'Delivering' within the element 'Data skills and Use', and have embarked on intended improvement initiatives such as purchasing PAT to analyse student progress, evaluate growth over time and report student achievement.</p> <p>Stage/grade teams have analysed the data gathered from Check in, PAT and NAPLAN assessments to begin tracking student progress and to inform teaching and learning programs.</p> <p>Moving forward, further professional development led by CORWIN 'Visible Learning' will build teacher capacity to both gather and analyse data and to utilise the data to differentiate teaching and learning programs. Stage teams will continue to work on embedding assessment for learning, assessment as learning and assessment of learning into programs to determine teaching directions, monitoring and assessing student progress and reflecting on teaching practice.</p>
<p>Increase the percentage of Aboriginal students achieving in the top two NAPLAN bands in reading and numeracy to lessen the gap between non-Aboriginal students.</p>	<p>In 2021 we had two students of Aboriginal background sit the NAPLAN test.</p> <p>Numeracy:</p> <p>One student scored in the top two bands (Year 3). One student scored in the middle two bands (Year 5).</p> <p>The gap between Aboriginal and non-Aboriginal students in Year 5 decreased from 2017-2021. The average score difference went from 61.8 to 54.1 showing a positive trend to reaching our target.</p> <p>The gap between Aboriginal and non-Aboriginal students in Year 3 decreased from 2017-2021. The average score difference went from 29.9 to being above the average score of non-Aboriginal students. The 7.5 score difference shows we have reached our 2022 target.</p> <p>Reading:</p> <p>One student scored in the top two bands (Year 3). 1 student scored in the top two bands (Year 5).</p> <p>The gap between Aboriginal and non-Aboriginal students in Year 5 decreased from 2017-2021. The average score difference went from 47.2 to being above the average score of non-Aboriginal students. The 28.5 score difference shows we have reached our 2022 target.</p> <p>The gap between Aboriginal and non-Aboriginal students in Year 3 decreased from 2019-2021. The average score difference went from 166 to being above the average score of non-Aboriginal students. The 14.2 score difference shows we have reached our 2022 target.</p>

Strategic Direction 2: Systemic explicit feedback and collaboration

Purpose

The school situational analysis identified the need for greater explicit teaching, feedback and collaboration across the school for staff and students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching Rounds
- Visible Learning
- Collaborative Practice and Feedback

Resources allocated to this strategic direction

Professional learning: \$14,902.01

QTSS release: \$42,800.00

Literacy and numeracy: \$13,945.12

Summary of progress

In 2021, collaboration focused on successfully delivering learning from home which involved teachers working collaboratively in year teams to plan, program and teach through an online learning platform. Staff worked together on the one learning platform per year group to facilitate consistency, differentiation and quality teaching. Formative assessment and tracking strategies were used to ensure student engagement and progress. Working collaboratively enabled a positive working culture that divided up the work load for staff efficiently. Staff supported each other through relevant and targeted professional learning (PL) which focused on improving and developing the delivery and effectiveness of online learning. Due to the collaborative processes put in place, staff, student and parent wellbeing was maintained throughout online learning. This can be supported by data collected through a school community survey that stated 77% of families were satisfied with the amount of work provided for students.

During face to face teaching, teachers have continued to collaboratively plan and program in year and stage teams to further support differentiated and engaging teaching and learning programs. Teachers successfully collaborate in the 2021 focus groups to achieve identified targets and drive student improvement.

Collaboration with the professional learning community 'Primary Mathematics Specialist Initiative' (PMSI) continued to build collective ownership and facilitate strong pedagogical practices.

The TTFM 2021 teacher survey data showed a school mean of 7.4 for collaboration. The highest score being 8.4 for 'I talk with other teachers about strategies that increase student engagement'. These results showed similar results to 2020 Teacher survey, showing a school mean of 7.8 for collaboration overall but the 8.4 score stayed consistent between 2020 and 2021. The Covid-19, 14 week lock down period did impact the amount of collaboration staff could do in 2021, however we will aim to see growth in the area of staff collaboration in 2022.

The TTFM 2021 teacher survey data showed a school mean of 7.0 for quality feedback. The highest score being 8.2 for 'students receive written feedback on their work at least once every week'. These results showed improvement from the 2020 teacher survey. While the school mean stayed at 7.0. The score for 'students receive written feedback on their work at least once every week' was only at 6.9 in 2020. The introduction of Visible Learning in 2021 and the professional learning on explicit feedback to students has certainly been a contributing factor in this rise. We hope to see an increase in the overall mean for quality feedback in 2022.

The TTFM 2021 student survey data showed some pleasing trends. We have reached our 2021 target of increasing the number of students identifying in the high skill/high challenge area. We aim to continue this increase in 2022. As we started to introduce Visible Learning, with a focus on effective feedback to students in 2021 we were pleased to see that the school mean for 'explicit teaching practices and feedback increased from 7.1 in semester 1 to 7.6 in semester 2. Explicit feedback as well as introducing learning intentions and success criteria into literacy and numeracy lessons is a major focus for 2022 in line with the 2022 Corwin Visible Learning professional learning. The baseline data received at the end of 2021 shows 25% of students received detailed feedback on their learning and 4% of students said their teacher uses learning intentions and success criteria at the beginning of a literacy or numeracy lesson.

Due to the impact of the learning from home period in Semester 2, the Quality Teaching Rounds (QTR) were postponed. The Scope and Sequence focus group did not get to achieve their overall goal, but will continue to work on this

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Eight teachers have participated in Quality Teaching Rounds.</p> <p>Most staff confident in their knowledge of QTF.</p>	<p>All eight teachers involved in the QTR training participated in one round of the QTR program in semester 1. The eight teachers who completed the training were split into two groups of four to complete their round. The intention was to complete two rounds, but due to COVID-19 and lockdown in semester 2, we were unable to go ahead with the second phase of the program. The implementation of QTR enabled the eight teachers to better understand the Quality Teaching Framework and to create a common language to discuss the lessons taught. The QTR also uses rich collaborative processes that empower teachers to refine their practice and enhance learning for all students. The aim in moving forward is to see the QTR Framework embedded into programs to make learning more meaningful and relevant to students.</p>
<p>SEF SaS Learning and Development is delivering.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning and Development.</p> <p>During the extended period of Learning from Home during 2021, teachers continued to collaborate in teams, including executive and stage teams, to revise learning programs to meet the needs of our learners. Technology was utilised effectively to facilitate a continuity of learning.</p>
<p>Increased number of students identifying in the High Skills/High Challenge area of the TTFM survey.</p>	<p>Results in the last two years have risen and fallen within a 9% range. We have reached our 2021 target of increasing the number of students identifying in the high skill/high challenge area. We aim to continue this increase in 2022.</p> <p>In the Semester 1, TTFM 2021 student survey 33% of students at LCPS stated feel in the desired quadrant of literacy and numeracy work being set with high skill and high challenge.</p> <p>In the Semester 2, 2021 Student survey 45% of students at LCPS stated feel in the desired quadrant of literacy and numeracy work being set with high skill and high challenge.</p>
<p>A range of evidence validates judgement at delivering for effective classroom practice in feedback and explicit teaching.</p>	<p>Feedback was an area of focus across the school in 2021. All teaching staff participated in the Foundation Day Visible Learning training. A shared whole-school goal focusing on student feedback formed part of each teacher's Performance and Development Plan (PDP).</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice. Moving forward, the strengthened focus on Visible Learning early in 2022 will support staff to implement explicit teaching techniques and frame their feedback with defined success criteria. This will improve our school's achievement of Effective Classroom practice towards sustaining and growing and then excelling.</p>
<p>Consistent K-6 Scope and Sequence for numeracy that is NESA compliant.</p>	<p>Staff collaboration and consistency for literacy and numeracy across the school was raised as an area of need with staff in 2020 and 2021. The Scope and Sequence Focus Group worked with Kerrie Beeby to compare the current grade/stage numeracy school scope and sequences with NESA approved examples. From this the team adjusted the current school template and collaboratively created a consistent template/document that staff could use and understand no matter what grade they were on. The next step is for the team will work with CRC leaders to align the scope and sequence with the new syllabus and implement into across the school.</p>

Consistent K-6 program for numeracy that is NESA compliant.	Programming in numeracy is currently being reviewed.
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Strategic Direction 3: Student Wellbeing through Social and Emotional Learning

Purpose

To enhance whole school programs and approaches that strengthen student wellbeing, focusing on supporting a positive sense of belonging, advocacy and resilience.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Wellbeing Programs
- Shared Responsibility for Student Wellbeing
- Attendance Improvement
- Aboriginal Education

Resources allocated to this strategic direction

Professional learning: \$1,000.00

Summary of progress

In 2021, through the implementation of the Smiling Mind and Bounce Back programs, students and staff implemented resilience, positive mindset, meditative and mindfulness strategies in their classrooms. This led to an increase in student focus and concentration, and assisted students in better managing and controlling their emotions. This initiative resulted in students and staff becoming more aware of mindfulness practices and the benefits to student wellbeing. The Smiling Mind program had to be adapted for online learning during Terms 3 and 4. Some resources were distributed to staff and Smiling Mind was also introduced into staff meetings during term 2. Baseline data from 2021 student surveys shows 76% of students have a positive growth mindset- aiming to set challenging goals for themselves and aiming to do their best. For 2022 future goals include, upskilling staff and parents with these programs so the skills can be transferred outside the classroom and continuing to embed these practices into K-6 programs.

The second initiative focused on providing students referred to LST with social/emotional concerns with activities and strategies to develop their skills in areas of friendship development, confidence, emotional regulation and social skills. Initiatives such as lunch club, robot club, choirs, SRC and library activities were introduced or improved to support students. Unfortunately, due to the evolving COVID situation in term 3, these programs were stopped in second semester. These programs will ideally resume in 2022, running across the year. As a result of these programs, we hope to see a decrease in the number of LST referrals for social/emotional concerns and an increase in students becoming more independent and capable of solving minor playground issues without the need for a teacher. Data from 2020-2021 surveys shows an increase in students' sense of belonging and positive relationships. We anticipate that in 2022 student resilience and confidence increases.

During 2021, LCPS has planned to update the LCPS student code of conduct as there were some areas that the LCPS community were unclear about. Due to 'Learning from Home' in term 3 and part of term 4, this initiative was put on hold. A staff focus group was formed in Term 2 that was particularly going to update the K-6 reward and behaviour program. During term 2 and 3 these staff members researched successful programs in other schools and created templates and banks of ideas. In term 4 the team created awards and streamlined the student rules and responsibilities. These will be introduced to staff, students and the P&C in Term 1, 2022 and reviewed throughout the year. Baseline data from 2021 surveys shows 77% of students agree or strongly agree that they feel proud of LCPS. We hope that in 2022 student pride in themselves and the school increases.

The fourth initiative focused on the development of the Got it! program to train teachers and parents to support students with social and emotional regulation. This program was introduced in 2020 and upskilled a number of new staff in 2021 with the aim to continue throughout 2022. In 2022 we have organised the Got It and LST team to identify specific students and their parents and offer them the opportunity to take part in a small group program (provided by NSW Health professionals) focusing on developing parenting strategies and skills in emotional regulation for their children. In addition, teachers will continue to be upskilled in evidence based professional development across K-6, introducing and consolidating strategies to support children's emotional regulation in the school context. Families who are unable to participate in the program are supported with referrals to alternative services if required.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Smiling Minds introduced to the staff, students and parents. Classes start practising short meditations a few times a week.</p> <p>Bounce Back programs for each grade/stage are to be reviewed to ensure links to syllabus are evident.</p>	<p>Pilot classes were established to introduce the Smiling Mind program in 2020. The program was then implemented in all classes throughout 2021 after staff attended a professional learning session. Access to the Smiling Mind curriculum was granted to start practising mindfulness in all classes. Short meditations were introduced to begin staff meetings and expose teachers to the benefits of improved concentration and increased productivity in the workplace.</p> <p>In class programs require significant time to work through the introduction, meditation and the reflection to see the intended benefits. As a result, most teachers have condensed the lessons to suit the needs of their class - which the program allows.</p> <p>The Covid-19 lock downs, saw stages embedding Smiling Mind practices into their online learning programs. A future direction is needed to drive the facilitation of the program back into classroom practice.</p> <p>The Bounce Back program supports our teachers in their efforts to teach skills for wellbeing and resilience, and to create safe and supportive school communities. Over the years, the Bounce Back program has had a significant impact in reducing the social and emotional referrals to the Learning Support and Sickbay teams. Since the learning from home period, student referrals have increased overall.</p> <p>The Bounce Back program needs to be reviewed.</p>
<p>Establish sick bay data collection protocols/systems.</p> <p>Number and type of LST referrals tracked.</p>	<p>Due to the learning from home period, during Terms 3 and 4, it was difficult to get a true reflection of these referrals and to trial and establish a suitable sick bay data collection system. The LST have now tabulated the number of referrals under the four headings of social/emotional, cognitive, behaviour and sensory. In 2021 there were 31 referrals which has remained consistent over the last 4 years. In 2022 we plan to continue refining and updating the referral system and how the LST runs across the school to support students, staff and families.</p> <p>We also plan to use our school wide 'Sentral' system to continue to log, monitor and support SAS staff and students needing medical support. This will be in line with WHS compliance.</p>
<p>Monitor attendance at structured lunch time activities (lunch Club, library, robot club, choirs).</p> <p>SRC student leaders have improved visibility in their role as student advocates in the playground.</p> <p>Increased proportion of students reporting a positive sense of belonging, as identified through the Tell Them From Me survey, with school results.</p>	<p>Moving forward, the lunch time activities will continue throughout 2022. The uptake of these programs in term 1 and 2 was very high. Since the learning from home period, the school was unable to continue these programs at lunch time during term 3 and 4.</p> <p>SRC will be more visible and take an increased role in school community initiatives. The restrictions of the last two years has limited the number of meetings and the activities that could be organised and held within the school.</p> <p>The TTFM student survey in Semester 2 showed an increase of 3% of students reporting a positive sense of belonging. This shows we have reached our 2021 goal but we aim to keep improving on this in the future.</p>
<p>Executive team review student school code of conduct.</p>	<p>Due to the learning from home period and other demands associated with reorganising the school, the executive team have been unable to review the school's code of conduct. The playground areas and relevant rosters have been altered accordingly. This will be a focus in 2022.</p>
<p>Increase student attendance rate, through other initiatives aimed at supporting a positive sense of belonging at school.</p>	<p>Annual progress measure: Increased percentage of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success by 3%.</p>

Increase student attendance rate, through other initiatives aimed at supporting a positive sense of belonging at school.	<p>87.99% of students are attending school 90% or more of the time.</p> <p>Moving forward, the Bounce Back, Got It and Smiling Mind programs need to be evaluated by the school community and streamlined so they can be embedded into teaching programs. The common language needs to be more consistent K-6 with students and staff. Professional learning for staff and information sessions for parents/carers will be increased in 2022.</p>
Staff focus group created to research, discuss and trial successful reward systems in other K-6 DOE schools	The focus group researched and discuss lots of different options of an updated reward system for LCPS. A year 2 and year 5 teacher from the focus group successfully trialed the system in their classes in term 4. Due to the Covid-19, 14 week learning from home period the focus group did not complete a large scale trial within the school. This trial is being done during term 1, 2022. It will also be presented to the P&C/school community during term 1. The staff will be updated on the new/revised system at the term 1 staff development day.
Improve the percentage of Aboriginal students' attendance rate to be closer to non-Aboriginal students.	<p>The 2021 attendance rate was 96.5%.</p> <p>Our students from Aboriginal background had an average attendance rate of 94.6%</p>
Working with AECG, community members and parents to improve and introduce connections to culture by maintaining cultural identity through assemblies, curriculum, special events and learning pathways.	Senior executive staff attended professional learning sessions and met with AECG and parents during 2021 to improve connections to culture through events and curriculum. Unfortunately due to Covid-19 we were unable to implement a lot of the ideas in 2021.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$338.45</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Overview of activities partially or fully funded with this targeted funding include: * time for staff to provide targeted support and mentoring to students. * time for staff to coordinate personalised support for students and families. * support students and their family with fees to facilitate participation in all school curriculum based activities. <p>The allocation of this funding has resulted in:</p> <p>English as an additional language or dialect (EAL/D) support for students and increasing the capacity of parent/carers to connect with student learning. In Semester One we organised a group for parents new to the school or with EAL/D background so they could form a community base in the school. We could not continue this in Semester Two due to Covid restrictions. Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff and other families in the school community. Partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue employing SLSO or staff to support students and their family to clarify learning in their home language. * to sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services within the DOE, and school resources will be created to guide this process. * we will continue to support families suffering financial hardship.
<p>New Arrivals Program</p> <p>\$27,750.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Lane Cove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Co-teaching with EAL/D staff and classroom teachers to support the students while also upskilling the classroom teachers so they can support the students during lessons. <p>The allocation of this funding has resulted in:</p> <p>The allocation of this NAP funding has resulted in 45% of students progressing to the next phase of the English learning progression. Due to 13 weeks of EAL/D lessons occurring online due to Covid-19 restrictions, the overall learning development of English for these students has slowed.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>New Arrivals Program</p> <p>\$27,750.00</p>	<p>professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$89,604.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lane Cove Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • staffing release for targeted professional learning around ASD and behaviour management. • consultation with external providers for the implementation of behaviour management plans, student observations and resource creation. • employment of SLSOs to provide additional support for students who have high-level learning needs. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms and in the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$7,302.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lane Cove Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in: Reading NAPLAN results in Years 3 and 5 achieving above state and statistically similar school groups (SSSG). Grammar and punctuation NAPLAN results in Years 3 and 5 achieving above state and SSSG. Year 5 demonstrated a major lift in writing from a raw score 496.6 in 2019 to 513 in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage literacy and numeracy student and staff mentoring to support our trajectory towards achieving targets. There will be a particular</p>

<p>Socio-economic background</p> <p>\$7,302.69</p>	<p>focus on numeracy. Next year, the school will continue to support students and families on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$3,546.99</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lane Cove Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency. • employment of specialist additional staff (SLSO) to support Aboriginal students. • staffing release to support development and implementation of Personalised Learning Plans. • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * An increase in AECG and local Aboriginal elders interaction and involvement in the school. * Students at LCPS with an indigenous background received NAPLAN results in the top 2 bands for literacy and numeracy. * Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Upskilling staff to increase their knowledge and understanding of the cross curricular priorities and AECG support networks in a way that will provide differentiated and personalised support to Aboriginal students. * An increase in AECG and Aboriginal elder involvement in the school to continue the increased knowledge, acceptance and understanding of the Aboriginal culture within the K-6 curriculum areas.
<p>English language proficiency</p> <p>\$249,595.90</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lane Cove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * student progress showing high growth on the EAL/D learning progressions, with 60% of EAL/D students achieving expected or above expected growth. As the EAL/D learning progression phases describe the wide spectrum of language proficiency, most students have made progress within a phase (e.g. from low Emerging to middle Emerging). Additionally, due to the COVID-19 lockdown, students' expected growth in their language proficiency was affected due to the lack of explicit face-to-face language instruction. * EAL/D students are more confident and prepared to take risks with their

<p>English language proficiency</p> <p>\$249,595.90</p>	<p>language use, as noted in teacher observations and work samples.</p> <p>* EAL/D teachers and Principal participated in professional learning, where the EAL/D teachers were supported by DOE specialists on how analyse student assessments against the Progressions and then backward map to improve teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* EAL/D staff to lead staff professional learning in the school so they can confidently plan integrated literacy units using a backwards mapping approach. Teachers will look at student data, including student English language proficiency using the EAL/D learning progression, and analyse writing samples.</p> <p>* To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to teachers in the form of mentoring, co-teaching and co-planning.</p>
<p>Literacy and numeracy</p> <p>\$67,539.56</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lane Cove Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Numeracy • Reading • Collaborative Practice and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • online program subscriptions to support literacy and numeracy • teacher release to engage and upskill staff in (PMSI) Primary Mathematics Specialists Initiative. <p>The allocation of this funding has resulted in:</p> <p>* an increase in the percentage of students enjoying mathematics and finding numeracy engaging and helping develop their problem-solving skills.</p> <p>* an increase in Year 3 NAPLAN school average raw score of 293.6 in 2019 to 455.5 in 2021</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* teacher release to analyse internal and external data in literacy and numeracy.</p> <p>* present PMSI professional learning to staff to increase staff and student awareness and participating in the program.</p> <p>* increase Year 5 NAPLAN numeracy data using PMSI resources and specialist teachers.</p>
<p>QTSS release</p> <p>\$157,637.91</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lane Cove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Collaborative Practice and Feedback • Other funded activities

<p>QTSS release</p> <p>\$157,637.91</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Improved staff confidence and teaching practice. Teachers are beginning to use learning intentions and success criteria during their lessons and in collaborative programming. * Teachers are embedding evidence-based, high impact teaching strategies within their classroom practice. * School mean of 7.9 for 'teaching strategies' in the staff TTFM. survey. This an increase from 2020 and is on par with state norms. * An increase from 5.6 to 6.5 with staff stating 'school leaders have helped me establish challenging and visible learning goals for students'. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Employing a specialist teacher to lead improvement in numeracy which is an area identified as needing development from NAPLAN and Checkin data. * Employing additional staff to provide Assistant Principals time off class to mentor teachers, work on the School Improvement Plan and analyse data.
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lane Cove Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan. • Employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy. • Release time for staff to analyse data to support students requiring an additional focus on literacy and/or numeracy. <p>The allocation of this funding has resulted in:</p> <p>Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the bottom two bands in NAPLAN has remained at 0% in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued employment of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$27,533.28</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p>

<p>COVID ILSP</p> <p>\$27,533.28</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a teacher to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy and numeracy. • employing staff to provide online tuition to student groups in literacy and numeracy. • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in:</p> <p>* The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will continue to involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Low level adjustment for disability</p> <p>\$109,349.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Lane Cove Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in:</p> <p>* An increase of students achieving at or above expected growth in 2021 NAPLAN results compared to 2019 in the areas of:</p> <ul style="list-style-type: none"> - Year 5 Numeracy - Year 5 Grammar and Punctuation - Year 5 Spelling - Year 5 Reading <p>* The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and the employment of Learning and Support teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	424	430	409	401
Girls	457	437	417	400

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	95.9	95.2	96.9
1	95.6	95	95	95.7
2	95.3	95.2	95.8	95.3
3	95	95.7	95.1	95.5
4	95.9	95.3	96.4	94.8
5	96.2	93.6	94.8	95.8
6	95.3	95.5	95.1	94.5
All Years	95.5	95.2	95.4	95.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	31.13
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	4.87

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	202,758
Revenue	7,499,248
Appropriation	6,829,431
Sale of Goods and Services	7,603
Grants and contributions	631,292
Investment income	518
Other revenue	30,405
Expenses	-7,316,066
Employee related	-6,686,526
Operating expenses	-629,541
Surplus / deficit for the year	183,182
Closing Balance	385,941

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.

	2021 SBAR Adjustments (\$)
Targeted Total	89,942
Equity Total	369,795
Equity - Aboriginal	3,547
Equity - Socio-economic	7,303
Equity - Language	249,596
Equity - Disability	109,350
Base Total	5,592,488
Base - Per Capita	203,623
Base - Location	0
Base - Other	5,388,865
Other Total	505,321
Grand Total	6,557,546

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.

Parent/caregiver, student, teacher satisfaction

Parent & Carer Satisfaction

The Lane Cove Public School 'Tell Them From Me Parent' survey results are based on data gathered from 131 respondents.

Parents were generally positive about their participation at school:

- Most parents report meeting with class teacher 2-3 times with a number stating that they have had more than three meetings.
- 69% of parents said they felt supported through regular meetings
- 50% of parents attended one meeting or school function throughout the year
- 45% of parents have attended two or more meetings/school functions
- 95% of parents have attended a meeting or school function which has increased from 82% in 2020

However,

- 27% of parents indicated that they had only spoken with class teacher once and 4% said they had never met or spoken with the class teacher
- 82% of parents are not participating in school groups (P & C or school council)

Parents were generally positive about how they supported learning at home: 6.7/10 (Steady since 2020. State average 6.3)

- Parents feel they encourage their child to do well at school and praise child for their achievements
- They take an interest in child's school assignments and provide assistance where required
- Overall parents state that their child does approximately 30 minutes to an hour of homework a day and they are happy with the amount of homework allocated

However,

- Parents felt they need to engage in more discussions with their child about how well they feel they are doing in class - strengths/weaknesses/goals.
- Need to ask about any challenges their child might have at school.

Parents were generally positive about how the school supports Learning: 6.5/10 (steady since 2020. State average 7.3)

- Parents believe that teachers show an interest in child's learning
- Teachers are positively encouraging students to do their best work
- Parents feel that students understand rules and that teachers generally manage behaviour well

However,

- Parents feel teachers are average at supporting their child's individual needs, catering to their abilities and incorporating their interests into learning
- Teachers sometimes show high expectations but not consistently as they feel their child needs to be more challenged
- Parents would like to see more extra-curricular activities provided at school

Parents were generally positive about the way the school supports behaviour: 7.2/10 (steady since 2020. State average 7.7)

- In general, parents feel teachers support students who need assistance and will help children develop friendships with their peers

However:

- Parents would like to see more evidence of how school deals with behaviour or bullying but overall positive/confident that issues are being managed
- Teachers could be more inclusive when supporting students with additional learning needs
- Not informed about opportunities provided at the school/community that may have a positive impact on their child's future.

COMMENT

The school is seen to have good processes in place for improving and maintaining children's learning and behaviour. However, our communication of those processes with parents and stakeholders could be improved. During the learning from home period, it is not surprising that parents wanted more information to assist their child's learning and social development. However, parents would like more specific information on 'where to next?' in reports, newsletters, class teacher communication and parent teacher meetings on how to assist their child outside of the school gates. Parents also indicated they would like more opportunities to discuss their child's social and emotional development throughout the year. As the school evaluates progress in the current School Improvement Plan 2021-2024, the above reflections will

assist the school to respond to this feedback.

Student Satisfaction

The Lane Cove Public School Tell Them From Me Student survey results are based on data gathered from 231 respondents.

The students were generally positive about their school:

- Participation in extracurricular activities 59% (State 55%)
- Positive relationships 86% (State 85%)
- Student effort 89% (State 88%)
- Positive behaviour 98% (State 83%)
- Victims of bullying 17% (State 36%)
- Positive Learning climate 70% (State 72%)
- Expectations for success 85% (State 87%)
- I feel proud of my school 77%

However, there were some areas which could point to future directions

- Participation in sports 74% (State 83%)
- Positive sense of belonging 73% (state 81%)
- Students interested and motivated 71% (State 78%)
- High Skills High Challenge 45% (State 53%)
- High Skills, Low Challenge 36% (State 26%)
- Know where to seek help if bullied 75%
- Feedback to students is mainly received by ticks and crosses 17%, short comment 46%, detailed feedback 25%, Learning Intentions and Success Criteria 4%, verbal comment 7%
- Mathematics: 21% high confidence in mathematics, 23% low confidence in mathematics

COMMENT

A positive sign was the positive behaviour at school being 15% above the state norm. It would be interesting to ask the students about what aspects of their schooling are contributing to this.

'High Skills, High Challenge' is an area to improve. It would be interesting to ask the students what their reasons behind this perception were. The suggested course of action is to look at what students find challenging at Lane Cove Public School.

A positive result was that victims of bullying were well below the state norm. The school has worked on this area and will need to keep working in this area to aim for 0% victims of bullying. A pointer to future directions was 25% of students said that they did not know where to seek help if they were bullied.

The percentages around how students receive feedback from their teachers suggests professional learning for teachers must continue to focus on visible learning and formative assessment.

There is professional learning to be done in the area of mathematics in particular, aiming at improving confidence, enjoyment and its applicability to real life applications.

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.

Aboriginal Education - School statement

Involving AEO and Aboriginal Families at LCPS to continue to develop and improve student engagement and numeracy/literacy results with our Aboriginal student population. Lane Cove Public School is now

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Lane Cove Public School values the involvement of parents, carers and community members from all backgrounds in school activities and decision-making practices.

Staff undertake mandatory anti-racism training. As a result, all staff are expected to:

- model behaviours that demonstrate respect for cultural, linguistic and religious backgrounds of the school
- promote cultural safety by acknowledging the unique and varying identities of Aboriginal students, and respecting Aboriginal knowledge systems and ways of knowing
- develop and implement culturally inclusive programs to ensure students learn in a supportive environment free from prejudice and discrimination
- develop intercultural understanding as a general capability through the curriculum
- demonstrate respect for the cultural, linguistic and religious backgrounds of the school community
- manage discussions of race and racism sensitively so that culturally safe learning environments are created
- have high expectations for the abilities of students from all cultural, linguistic and religious backgrounds.

There are procedures in place to respond to incidents of racial abuse, harassment, discrimination, lack of recognition of cultural diversity and culturally biased practices.

