

# 2021 Annual Report

## Upper Lansdowne Public School



*Friendship and Learning*

2372

# Introduction

The Annual Report for 2021 is provided to the community of Upper Lansdowne 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.

## School contact details

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Upper Lansdowne Public School

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## School vision

Our vision is to provide high quality inclusive educational experiences and a diverse range of opportunities for improving learning and wellbeing. The success of our school is underpinned by the positive partnerships with parents and our wider community.

"Friendship and Learning" form the basis for our high quality teaching and learning. We are committed to increasing student learning outcomes through evidence based pedagogies, teacher professional learning and data analysis. Through our strategic directions of student growth and attainment and professional growth we continue our journey of school excellence guided by our 2021-24 school plan.

## School context

Upper Lansdowne PS is a small rural school with an enrolment of nine students, situated 24 km from Taree. The school has a family-orientated atmosphere and strong sense of community. The school fosters a culture of high expectations and high levels of community engagement. Student learning programs are personalised under the ethos of "Friendship of Learning".

Based on the outcome of our Situational Analysis, we identified assessment practices, evidence based learning and professional growth will be focal to achieving student growth. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement. Students will be provided with additional targeted support where growth is not evident.

Evidenced based professional learning, will enable teachers to implement programs that support explicit teaching and formative assessment practices in Reading and Numeracy. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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 improve student achievement in reading and numeracy through whole school approaches that promote data driven teaching, that are responsive to the learning needs of all students, and the implementation of evidence based strategies in the classroom.

### 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.

- Literacy
- Numeracy
- Attendance

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$29,521.60

**QTSS release:** \$2,466.60

**Location:** \$3,658.00

**School support allocation (principal support):** \$7,589.00

**Socio-economic background:** \$2,889.00

**Aboriginal background:** \$975.00

**Literacy and numeracy:** \$1,858.00

### Summary of progress

#### Literacy and Numeracy

Teachers used a range of evidence-based teaching practices to optimise learning progress for all students. In literacy the focus was on Creating Text, Understanding Text, whilst in numeracy the focus was on Additive Strategies and Quantifying Number. Staff used student progress and achievement data to inform teaching and learning practices and identify targeted students. Teachers undertook extensive professional learning to inform our literacy and numeracy teaching and assessment practices. Analysis of check-in data and internal assessment data identified progress is being made towards our 2021 annual progress measure and are on track to achieving our improvement measures.

#### Impact:

- We demonstrated progress towards the achievement of all targets.

#### 2022 Focus:

- Teachers will participate in NSW Curriculum Reform and Accelerated Adopter School's professional learning and embed these teaching strategies into teaching-learning.
- Embed evidence based teaching strategies, linked to NAPLAN task descriptors, syllabus outcomes and learning progressions, into teaching-learning program re DET literacy teaching strategies.

### 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
<b>Systems Negotiated Targets</b> • <b>Top 2 Bands Reading -</b> Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN reading to be above the system negotiated Taree Small Schools Network target baseline of 40.0%.	We demonstrated progress towards achievement of targets.

<ul style="list-style-type: none"> <li>• <b>Top 2 Bands Numeracy</b> - Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated Taree Small Schools Network target baseline of 34.6%.</li> <li>• <b>Taree Small Schools</b> - Increase in the percentage of students achieving expected growth in NAPLAN reading and numeracy, from the baseline trending towards the lower bound system negotiated target of 60%.</li> </ul>	
<p><b>- Internal Data</b></p> <ul style="list-style-type: none"> <li>• 70% of students achieve one year's growth for each year of learning in school based assessments in Spelling and Reading.</li> <li>• 80% of students achieved negotiated personal targets as identified in their learning plans.</li> <li>• PAT Reading, Mathematics and Spelling data indicates student performance is at state cohort norms for the majority of year 3-6 students.</li> </ul>	<p>We demonstrated significant progress towards achievement of the target:</p> <ul style="list-style-type: none"> <li>• 55% of students achieved one year's growth in school based assessments in Spelling and Reading;</li> <li>• 75% students achieved the top 3 stanines (9-7) in PAT Reading and Mathematics; and</li> <li>• 70% of students achieved their personalised targets.</li> </ul>
<p><b>SEF</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Domain - Curriculum</b> - Curriculum Provision, Teaching and Learning Programs and Differentiation are <b>Sustaining and Growing</b>.</li> <li>• <b>Learning Domain - Assessment</b> - Formative, Summative, Student engagement, Whole school monitoring of student learning are <b>Sustaining and Growing</b>.</li> <li>• <b>Teaching Domain - Data Skills</b> - Data Literacy, Data Analysis, Data Use in Teaching, Data Use in Planning are <b>Sustaining and Growing</b>.</li> </ul>	<p><b>Learning Domain - Curriculum</b> - Our target was achieved.</p> <p>School self-assessment of the elements in Curriculum improved from Delivering to Sustaining and Growing as measured by the School's Excellence framework. Self-assessment against the School Excellence framework shows the school is performing at sustaining and growing in all elements. Our trajectory indicates the school will perform at Excelling in Teaching and Learning Programs in 2022 and Excelling in all themes in 2023.</p> <p>To achieve our annual progress measure we:</p> <ul style="list-style-type: none"> <li>• Undertook teacher observations, class walk throughs and student-teacher discussions indicated students demonstrated increasing knowledge of learning intentions;</li> <li>• Identified and implemented the most effective evidence based strategies in spelling, writing, K-2 reading and numeracy;</li> <li>• Provided individualised, differentiated instruction and student learning was regularly reviewed with each student;</li> <li>• Ensured all student ILPs reflected student learning progress; and</li> <li>• Engaged in professional dialogue, observations and modelling of effective practice to inform teaching.</li> </ul> <p><b>Learning Domain - Assessment</b> - Our target was achieved.</p> <p>School self-assessment of the elements in Assessment improved from Delivering to Sustaining and Growing measured by the School's Excellence framework. Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in Summative Assessment, Student Engagement, Whole School Monitoring of Student Learning. Self-assessment against the School Excellence framework shows the school currently performing at delivering in Formative Assessment. Our trajectory indicates the school will perform at Sustaining and growing in all themes in 2022 and Excelling in 2023.</p> <p>To achieve our annual progress measure we:</p> <ul style="list-style-type: none"> <li>• Implemented data informed and evidence based practices to support teachers to capture, analyse and use data to systematically record student learning progress;</li> <li>• Provided Instructional Leader support to the K-2 teacher to extract,</li> </ul>

<p><b>SEF</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Domain - Curriculum</b> - Curriculum Provision, Teaching and Learning Programs and Differentiation are <b>Sustaining and Growing</b>.</li> <li>• <b>Learning Domain - Assessment</b> - Formative, Summative, Student engagement, Whole school monitoring of student learning are <b>Sustaining and Growing</b>.</li> <li>• <b>Teaching Domain - Data Skills</b> - Data Literacy, Data Analysis, Data Use in Teaching, Data Use in Planning are <b>Sustaining and Growing</b>.</li> </ul>	<p>analyse and interpret data to develop informed reflective teaching practices; and</p> <ul style="list-style-type: none"> <li>• Undertook extensive professional learning that stimulated pedagogical dialogue that informed the next steps in student learning.</li> </ul> <p><b>Teaching Domain - Data Skills</b> - Our target was nearly achieved.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in Data Analysis and Data Use in Teaching. Self-assessment against the School Excellence framework shows the school currently performing at delivering in Data Literacy and Data Use in Planning. Our trajectory indicates the school will perform at Sustaining and growing in all themes in 2022.</p> <p>To achieve our annual progress measure we:</p> <ul style="list-style-type: none"> <li>• Developed an assessment schedule that ensured ongoing student assessment, supported with staff data analysis discussions which informed our teaching-learning programs;</li> <li>• Triangulated data to effectively evaluate student progress;</li> <li>• Made informed decisions to effectively identify and plan interventions, and modify teaching practice to inform the next steps in student learning; and</li> <li>• Identified the need to undertake Data Skills and Use professional learning in 2022.</li> </ul>
<p><b>Understanding Texts</b></p> <ul style="list-style-type: none"> <li>• ES1 students will achieve levels at or above 4-5</li> <li>• S1 students will achieve levels at or above 5-6</li> <li>• S2 students will achieve levels at or above 7-8</li> <li>• S3 students will achieve levels at or above 8-9</li> </ul> <p><b>Creating Texts</b></p> <ul style="list-style-type: none"> <li>• ES1 students will achieve levels at or above 3-4</li> <li>• S1 students will achieve levels at or above 5-6</li> <li>• S2 students will achieve levels at or above 7-8</li> <li>• S3 students will achieve levels at or above 8-9</li> </ul>	<p>The school targets for Understanding Text and Creating Texts were achieved.</p> <p>All students achieved personal learning growth as a result of the small class groupings through strategic use of school funding, COVID tutoring, IL support and teacher professional learning.</p>
<p><b>Additive Strategies</b></p> <ul style="list-style-type: none"> <li>• ES1 students will achieve levels at or above 1-2</li> <li>• S1 students will achieve levels at or above 4-7</li> <li>• S2 students will achieve levels at or above 6-8</li> <li>• S3 students will achieve levels at or above 7-8</li> </ul> <p><b>Quantifying Numbers</b></p> <ul style="list-style-type: none"> <li>• ES1 students will achieve levels at or above 4-6</li> <li>• S1 students will achieve levels at or above s 7-9</li> <li>• S2 students will achieve levels at or above 8-10</li> <li>• S3 students will achieve levels at or</li> </ul>	<p>The school targets for Additive Strategies and Quantifying Numbers were achieved.</p> <p>All students achieved personal learning growth as a result of the small class groupings through strategic use of school funding, COVID tutoring, IL support and teacher professional learning.</p>

above 9-12	
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students attending more than 90% of the time to be above 65%.</li> </ul>	<p><b>Attendance</b> - Our target was achieved.</p> <p>To achieve our annual progress measure we:</p> <ul style="list-style-type: none"> <li>• Reviewed and refined our school attendance procedures in alignment with the Taree network Pilot Attendance program;</li> <li>• Fostered regular attendance by maintaining a positive and welcoming school culture for all students;</li> <li>• Provided professional learning to develop staff knowledge and skills;</li> <li>• Enhanced parent-student-school communications regarding attendance;</li> <li>• Supported families to ensure their children/child attend school;</li> <li>• Provided students with "learning from home" packages-activities during COVID lockdowns and close contact "stay at home" isolation periods.</li> </ul>
<p>Increase in the percentage of students achieving expected growth in NAPLAN reading and numeracy, from the baseline trending towards the lower bound system negotiated target of 60%.</p>	<p>Only one student undertook NAPLAN assessment, therefore drawing trend data on one student's expected growth provides unreliable data.</p>

## Strategic Direction 2: Teaching

### Purpose

- To provide personalised, differentiated instruction to students by teachers that are skilled and confident in using student assessment data, and evidence based pedagogy.

### 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.

- Effective Classroom Practice
- Data Skills and Use

### Resources allocated to this strategic direction

**Early Action for Success (EAFs):** \$29,379.60

### Summary of progress

The research we undertook in 2021 informed the changes in our pedagogical practice to drive teacher professional growth and student achievement and growth. Our teachers demonstrated they were committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Data was regularly analysed to identify student achievements and progress, enabling teachers to reflect on teaching effectiveness and inform future school directions.

#### Effective Classroom Practices

In 2021, two classroom settings were established, a K-2 and Y4-5 and teachers implemented evidence-based teaching strategies and programs into their literacy and numeracy lessons. Differentiated learning was evident in the K-2 and Y4-5 class settings which assisted all students to achieve personalised, differentiated success. Teachers and SLSOs provided students with timely, relevant student feedback in the oral and written form. Learning intentions and success criteria were embedded into literacy and numeracy activities. Teacher observations, class walk throughs and student-teacher discussions indicated students demonstrated increasing knowledge of lesson learning intentions. A 0.2 allocation funded our Instructional Leader who shared and modelled successful and innovative, evidence informed teaching and feedback strategies.

#### Data Skills and Use

Analysis of student data informed each student's individual learning overview and guided teachers to identify who required targeted support or extension. Student growth was facilitated through clear, explicit reporting and assessment criteria that related directly to syllabus outcomes, which is underpinned with timely feedback. Student work samples and assessment processes guided teachers to ensure teaching strategies were effective in improving student outcomes supported with consistent teacher judgement.

### 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
Improvement in School Excellence Framework self-assessment in the element of <b>Effective Classroom Practice</b> (end of 2021) <ul style="list-style-type: none"><li>• School self evaluation processes identifies the school is Sustaining and Growing in Explicit Teaching and Lesson Planning. Feedback is moving towards Sustaining and Growing and Classroom Management is moving</li></ul>	<b>Effective Classroom Practice</b>  School self-assessment of the element Effective Classroom Practice is at Sustaining and Growing as measured by the School's Excellence framework. The school is performing at sustaining and growing in Lesson Planning, Explicit Teaching and Feedback. In Classroom Management the school was self-assessed at excelling. Our trajectory indicates the school will perform at Excelling in all themes in 2024.  To achieve our annual progress measure we:

<p>towards Excelling.</p> <p>Improvement in School Excellence Framework self-assessment in the element of <b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• School self evaluation processes identifies the school is Sustaining and Growing in Curriculum Provision, and Teaching and Learning programs. Differentiation is moving towards Sustaining and Growing.</li> </ul>	<ul style="list-style-type: none"> <li>• Immersed teachers in professional research and learning, that was aligned with the school plan;</li> <li>• Engaged in professional learning that informed and drove professional dialogue;</li> <li>• Triangulated data that was analysed and used to develop learning programs that met the diverse needs of our students;</li> <li>• Routinely evaluated the effectiveness of evidence based pedagogy; and</li> <li>• Evaluated teaching and learning practices that were underpinned by professional learning and reflective practice.</li> </ul>
<p>Improvement in School Excellence Framework self-assessment in the element of <b>Data Skills and Use</b></p> <ul style="list-style-type: none"> <li>• School self evaluation processes identifies the school is working towards Sustaining and Growing in Data literacy, Data use in teaching and Data use in planning. Data analysis is Sustaining and Growing.</li> </ul>	<p><b>Data Skills and Use</b></p> <p>School self-assessment of the elements Data Skills and Use is at Delivering as measured by the School's Excellence framework. Self-assessment against the School Excellence framework shows the school is performing at sustaining and growing in Data Analysis and Data Use in Teaching. Self-assessment against the School Excellence framework shows the school currently performing at delivering in Data Literacy and Data Use in Planning. Our trajectory indicates the school will perform at sustaining and growing in all themes in 2022 and excelling in 2024.</p> <p>To achieve our annual progress measure we:</p> <ul style="list-style-type: none"> <li>• Developed an assessment schedule that ensured ongoing student assessment, supported with staff data analysis discussions which informed our teaching-learning programs;</li> <li>• Used triangulation of data to effectively evaluate student progress;</li> <li>• Made informed decisions to effectively identify and plan interventions, and modify teaching practice to inform the next steps in student learning; and</li> <li>• Identified the need to undertake Data Skills and Use professional learning in 2022.</li> </ul>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$2,889.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Upper Lansdowne Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• funding an additional teacher to provide small group, differentiated learning using evidence based teaching strategies.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Student improvement evidenced by:  - students achieving the negotiated targets in Creating Texts, Understanding Texts, Additive Strategies and Quantifying Numbers; and  - PLAN2 data reflects this student growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  - continue to utilise Socio-economic background funding to employ an additional teacher.</p>
<p>Aboriginal background</p> <p>\$975.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Upper Lansdowne 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  - explicit, differentiated teaching practices within small group settings; and  - ongoing data analysis identified student achievement and progress, which enabled teachers to reflect on teaching effectiveness and inform teaching programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  - to build student growth in english and mathematics.</p>
<p>Low level adjustment for disability</p> <p>\$29,521.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Upper Lansdowne Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• funding an additional teacher to provide small group, differentiated</li> </ul>

<p>Low level adjustment for disability</p> <p>\$29,521.60</p>	<p>learning using evidence based teaching strategies.</p> <p><b>The allocation of this funding has resulted in:</b>  Student improvement evidenced by:  - K-2 PLAN2 data reflects ongoing student growth throughout the year;  - Students achieving the systems negotiated targets in NAPLAN Reading and Numeracy;  - Students achieve at or above state average in the Reading and Numeracy Check-in Assessments; and  - Y4-5 PLAN2 data reflects students' Reading and Numeracy Check-in Assessments achievements.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  - continue to utilise Low level adjustment for disability funding to employ an additional teacher.</p>
<p>Location</p> <p>\$3,658.00</p>	<p>The location funding allocation is provided to Upper Lansdowne Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• funding an additional teacher to provide small group, differentiated learning using evidence based teaching strategies.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Student improvement evidenced by:  - students achieving the negotiated internal targets of one year's growth in school based assessments in Spelling and Reading; and  - PAT Reading, Mathematics and Spelling data indicates student performance is at state cohort norms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  - continue to utilise location funding to employ an additional teacher.</p>
<p>School support allocation (principal support)</p> <p>\$13,589.00</p>	<p>School support allocation funding is provided to support the principal at Upper Lansdowne Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• funding an additional teacher to provide small group, differentiated learning using evidence based teaching strategies.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Student improvement evidenced by:  - students achieving the negotiated targets in Creating Texts, Understanding Texts, Additive Strategies and Quantifying Numbers.  - PLAN2 data reflects this student growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  - continue to utilise School support allocation (principal support) funding to employ an additional teacher.</p>

<p>Literacy and numeracy</p> <p>\$1,858.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Upper Lansdowne Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the acquisition of teaching resources to support the school's evidence based professional learning, and K-5 reading and spelling.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to utilise literacy and numeracy funding to undertake professional learning and purchase teaching resources.</p>
<p>Early Action for Success (EaFS)</p> <p>\$29,379.60</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Upper Lansdowne Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• employment of Instructional Leader EaFS to train staff and assist with data analysis in Literacy and Numeracy</li> <li>• employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- teacher professional growth and student achievement and growth.</li> <li>- explicit teaching practices, with the highest priority given to evidence-based teaching strategies.</li> <li>- ongoing data analysis identified student achievement and progress, which enabled teachers to reflect on teaching effectiveness and inform their teaching programs.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- use the school's 0.2 allocation, Assistant Principal, Curriculum and Instruction, to provide strong instructional leadership, provide guidance in the implementation of the new K-2 English and Mathematics Syllabuses, monitor student outcomes and support families to understand their child's learning.</li> </ul>
<p>QTSS release</p> <p>\$2,466.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Upper Lansdowne Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul>

<p>QTSS release</p> <p>\$2,466.60</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• funding an additional teacher to provide small group, differentiated learning using evidence based teaching strategies.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- establishment of two classroom settings, a K-2 and Y4-5. The small class groupings provided differentiated learning which assisted all students to achieve personalised, differentiated success.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continue to operate two settings to support all learners to achieve personalised learning success in Creating Text, Understanding Texts, Quantifying Numbers and Additive Strategies, which will be recorded in PLAN2.</li> <li>- Teachers will triangulate this data with Phonics diagnostic assessments, Phonological awareness diagnostic assessment, Year 1 Phonics Screening checks, IfSR data, formative assessments, Semester1-2 standardised assessments, Check-in assessments and NAPLAN. .</li> <li>- Data analysis will inform future teaching and learning.</li> </ul>
<p>COVID ILSP</p> <p>\$11,209.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in all aspects of literacy and numeracy</li> <li>• providing intensive small group tuition for identified students whose learning growth was lower than their cohort</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- professional growth of COVID tutor, who over the course of the year, developed a deep understanding of each child's learning needs;</li> <li>- personalised learning growth and increased learning confidence for all students who participated in the program.;</li> <li>- the majority of the students in the program achieving significant progress towards their targeted goals outlined in their ILPs;</li> <li>- Semester 2 PLAN2 data and Check-In Assessment data reflects this student growth.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need; and</li> <li>- provide additional in-class support for targeted students to support these students to meet their personal learning goals.</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	12	10	9	5
Girls	5	3	3	4

## Student attendance profile

School				
Year	2018	2019	2020	2021
K		94.4	92.6	88.8
1	92.2		100	87.9
2	80.6	95.4		76.4
3	90.7	96.7	97.5	
4	79.8	90.8	97.7	91.8
5	88.2	93.8		77.4
6		93.5	93.7	
All Years	85.4	94	95.1	86.8
State DoE				
Year	2018	2019	2020	2021
K		93.1	92.4	92.8
1	93.4		91.7	92.7
2	93.5	93		92.6
3	93.6	93	92.1	
4	93.4	92.9	92	92.5
5	93.2	92.8		92.1
6		92.1	91.8	
All Years	93.4	92.8	92	92.5

## 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

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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
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.2

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	189,207
<b>Revenue</b>	467,746
Appropriation	461,347
Sale of Goods and Services	91
Grants and contributions	5,442
Investment income	66
Other revenue	800
<b>Expenses</b>	-539,584
Employee related	-422,552
Operating expenses	-117,032
<b>Surplus / deficit for the year</b>	-71,837
<b>Closing Balance</b>	117,370

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	33,386
Equity - Aboriginal	975
Equity - Socio-economic	2,889
Equity - Language	0
Equity - Disability	29,522
<b>Base Total</b>	333,824
Base - Per Capita	2,958
Base - Location	3,658
Base - Other	327,207
<b>Other Total</b>	82,407
<b>Grand Total</b>	449,617

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

### Parents indicated they:

- felt welcome at Upper Lansdowne PS and it was a positive, safe learning environment;
- their children liked school, were happy and had friends.
- disruptive behaviour was treated seriously and steps were taken to minimise disruptive behaviour;
- teachers encouraged their students to excel and provided students with individualised instruction, in the classrooms that were well managed;
- felt comfortable discussing their child's learning with the teachers; and
- would highly recommend Upper Lansdowne PS to other families in our wider community.

### Students indicated they:

- were happy and enjoyed school, and friendships;
- would like additional friends through an increase in student enrollment;;
- believed their teachers were helpful, kind and caring;
- enjoyed art, maths, science, robotics, lego and pe lessons; and
- felt comfortable discussing their learning and "issues" with staff.

### Staff identified the school's strengths include:

- a caring, nurturing environment;
- a highly dedicated and supportive staff (teachers, support staff, grounds staff);
- a highly cohesive, supportive parent community;
- a well resourced school, which strategically funds an exceptional teacher-student ratio; and
- staff professional learning ensuring teacher currency and evidence based teaching practices.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.