

2021 Annual Report

Laurieton Public School



2377

Introduction

The Annual Report for 2021 is provided to the community of Laurieton 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

We believe Laurieton Public School should be safe, nurturing and environmentally friendly. It should be a place where everyone has fun, learns for the 21st century, takes pride in achieving quality and is given opportunities to reach their potential. People at our school should feel a sense of belonging, be respectful and take responsibility for their actions.

School context

Laurieton Public School is a P1 class primary school of 180 students with 11% of students identifying as Aboriginal and Torres Strait Islander (ATSI). The school is situated centrally in the small township of Laurieton, in close proximity to the Camden Haven River and North Brother Mountain.

The school draws students from Dunbogan and parts of Laurieton, west to St Albans and Waterview Heights Estates and north to the Stingray Creek Bridge. The school is located close to facilities such as the local swimming pool, town library, churches, halls and the main shopping centre. It is a short walk to a major sporting field complex where local teams perform strongly in major sports.

According to ABS Census data, the cost of rental accommodation is above the Australian average, while the median income level is slightly above half of the Australian median level, suggesting a relatively low level of disposable income in the community. Our Family and Occupation Index (FOEI) is 120.

The school enjoys a strong reputation within the local community and has produced strong long term results in external academic testing as well as providing an extensive range of extra curricular activities, particularly in the performing arts. A decade of focus toward technology has had significant impact on teacher capacity, student achievement and acquisition of quality hardware and software. All classes have HD multi touch televisions, touch screen laptops, iPads and weekly usage of our computer lab. Parent support of and involvement in their child's education is extremely positive.

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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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 inspire every student to achieve their full potential through meaningful and future focused learning experiences that are personalised and differentiated.

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.

- Personalised Learning
- Data Use

Resources allocated to this strategic direction

Socio-economic background: \$10,000.00

QTSS release: \$7,000.00

Professional learning: \$12,000.00

Summary of progress

Our focus for 2021 was to embed a learning culture that enables students to achieve their learning goals with a focus on data use.

This involved individual learning goals being developed for every student as a regular part of teaching and learning based on expertly used data in the form of NAPLAN, Check-in and PAT assessments as well as stage based assessment schedules. Professional learning was delivered to staff on the implementation of PAT and Check-in assessments and the analysis of this data. Further support was given to staff at their point of need. Analysis of NAPLAN and Check-in Assessment data was a focus within the executive team and at a whole school level. Formal collection of in school data occurred twice throughout the year with teachers analysing student artefacts and assessment results in teams. Whole school data walls in school focus areas of vocabulary and additive strategies were created with teachers beginning to collect student data. Restrictions and the learning from home scenario was a barrier to implementation, including the second round of formally setting personal learning goals for every student.

As a result of this focus, teachers used internal and external student data sources to plan and embed quality practices into their everyday teaching and adapted differentiated teaching and learning programs for whole class and individuals to reflect this. The processes in place will facilitate regular assessment and data analysis to track student progress throughout the grades. Also, data analysed showed that most students are showing expected growth on internal school progress and achievement data which is consistent with progress and achievement on external assessment, justifying our practices.

In the next phase of this focus area, we will work with staff to further refine our internal and external assessment usage in order to monitor and enhance student learning outcomes. We will have more of a focus on differentiated teaching and learning through engaging in professional dialogue, analysing work samples and evaluating differentiation strategies at stage and whole staff levels.

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
Top 2 Bands Reading Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above system negotiated baseline of 32.3%	Top 2 Bands in NAPLAN Reading Students achieving in the top 2 bands of NAPLAN reading was 52.63% and well above the system negotiated baseline of 32.3%. This exceeded the 2024 improvement measure of 43.5% achieving in the top 2 bands.
NAPLAN Top 2 Bands Numeracy	Top 2 Bands in NAPLAN Reading

<p>Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above system negotiated baseline of 20.5%</p>	<p>Students achieving in the top 2 bands of NAPLAN numeracy was 36.36% compared the system negotiated baseline of 20.5%. This exceeded the 2024 improvement measure of 32.2% achieving in the top 2 bands.</p>
<p>NAPLAN Expected Growth Reading</p> <p>Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated baseline of 67.9%</p>	<p>74.07% achieved expected growth in reading, above the system negotiated baseline of 67.9%. This exceeded the 2022 improvement measure to Increase the percentage of students achieving expected growth to be above the system negotiated lower bound target of 71%.</p>
<p>NAPLAN Expected Growth Numeracy</p> <p>Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated baseline of 57.1%</p>	<p>50% achieved expected growth in numeracy, compared to the negotiated baseline of 57.1%. This is working towards the 2022 measure to Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated lower bound target of 62.2%.</p>
<p>NAPLAN Top 2 Bands Grammar and Punctuation</p> <p>Establish 2021 bench mark comparative to 2019 percentage of Year 3- 39% and Year 5- 26% students achieving in the top 2 bands in NAPLAN Grammar and Punctuation.</p>	<p>The percentage of Year 3 students in the top 2 bands in NAPLAN Grammar and Punctuation was 61% compared to 39% in 2019. The percentage of Year 5 students in the top 2 bands in NAPLAN Grammar and Punctuation was 28% compared to 26% in 2019.</p>
<p>Check in Assessment Reading</p> <ul style="list-style-type: none"> • A minimum of 27% of Year 4 students achieve in the upper bands in reading Check-in assessment. • A minimum of 13.7% of Year 6 students achieve in the upper bands in reading Check-in assessment. 	<p><b style="background-color: initial; font-size: 0.875rem;">Upper bands in Check-in Assessment</style></p> <p>32.1% of Year 4 students achieved in the upper bands in reading Check-in assessment. This exceeds the 2022 progress measure to have a minimum of 27% achieving in the upper bands.</p> <p>11.8% of Year 6 students achieved in the upper bands in reading Check-in assessment. This is working towards the 2022 progress measure to have a minimum of 13.7% achieving in the upper bands.</p>
<p>Check in Assessment Numeracy</p> <ul style="list-style-type: none"> • A minimum of 19% of Year 4 students achieve in the upper bands in numeracy Check-in assessment. • A minimum of 13.4% of Year 6 students achieve in the upper bands in numeracy Check-in assessment. 	<p>Upper bands in Check-in Assessment</p> <p>39.3% of Year 4 students achieved in the upper bands in numeracy Check-in assessment. This exceeds the 2022 progress measure to have a minimum of 19% achieving in the upper bands.</p> <p>22.9% of Year 6 students achieved in the upper bands in numeracy Check-in assessment. This exceeds the 2024 progress measure to have a minimum of 18% achieving in the top 2 bands.</p>

Strategic Direction 2: High Quality Teaching and Learning

Purpose

To build staff capacity and commitment to ongoing improvement of teaching and leading practice through focused professional learning that is evidence-based and at an individual and collective level.

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 of Literacy
- Quality Teaching of Numeracy
- LPS Research Based Explicit Teaching

Resources allocated to this strategic direction

QTSS release: \$19,000.00

Literacy and numeracy: \$6,000.00

Summary of progress

Our focus for 2021 was on effective, consistent and high quality teaching and learning practices from K-6 and collective efficacy to achieve whole school improvement measures in literacy and numeracy.

Analysis of internal and external data sources at executive and whole school levels was undertaken to further explore targeted whole school areas for development in literacy (grammar, spelling and vocabulary) and numeracy (place value and additive strategies). Exploration of best practice in identified areas was undertaken by the executive team who determined researched based programs to target whole school focuses. Professional learning on the literacy and numeracy learning progressions in the focus areas of vocabulary and additive strategies and what the levels look like from a teaching and learning perspective was explored. Professional dialogue around current teaching strategies being implemented by teachers and their professional goals in these areas was a focus during stage based professional learning days. Data walls were created and their purpose discussed. Restrictions and the learning from home scenario was a barrier to implementation, including time for staff to meet face to face to engage in professional learning and dialogue, collaboratively analyse work samples, undertake a second round of lesson observations and plot students on data walls.

As a result of this initiative, a collective focus and efficacy has been formed with researched-based and data driven focuses to drive our 2021-2024 trajectory. All teaching staff have been involved in the beginning of a cyclic action learning process.

In the next phase of this focus area, we will implement professional learning in the selected researched-based programs using student data to evaluate and drive our practices so we can know what students can do and target teaching accordingly, have clear and transparent learning goals and focus on teacher professional learning that improves the teaching of literacy and numeracy. We will also undertake the second round of observations missed in 2021 in order to continually evaluate and refine our teaching practice. Following on from the What Works Best professional learning we will choose one strategy for the whole school to implement in order to have a consistent strategy to reflect upon K-6.

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
<ul style="list-style-type: none">• All teachers have been trained on the use of SMART Spelling program. All teachers review student assessment data and compare results across the school.• Executive undertake research and review assessment data, staff survey data, including What Works Best to	<p>Literacy</p> <p>All classroom teachers trained in the use of SMART spelling.</p> <p>All teachers reviewed fortnightly spelling assessment results during whole school professional learning sessions.</p> <p>All teachers implemented biannual South Australian spelling test as a</p>

<p>determine grammar and vocabulary focus programs.</p> <ul style="list-style-type: none"> • All teachers give feedback on the existing scope and sequence documents. Executive and staff update the literacy scope and sequence documents. 	<p>means of tracking student progress across the school and as a comparative of pre and post SMART spelling program .</p> <p>NAPLAN, Check-in and PAT assessment data analysed at a whole school and executive level in literacy.</p> <p>Program selected to meet whole school needs in the areas of grammar and vocabulary.</p> <p>Professional learning in the area of vocabulary occurred using the literacy learning progressions.</p> <p>All teachers used the existing numeracy scope and sequences and an area for improvement identified (simplification).</p>
<ul style="list-style-type: none"> • Executive undertake research and review assessment data, staff survey data, including What Works Best to determine the school areas for development in numeracy. • Staff are introduced to the identified areas of focus in numeracy and professional learning in these areas commences. • All teachers give feedback on the existing scope and sequence documents. Executive and staff update the numeracy scope and sequence. 	<p>Numeracy</p> <p>NAPLAN, Check-in and PAT assessment data analysed at a whole school and executive level in numeracy.</p> <p>Place value and additive strategies determined as whole school focus areas in numeracy.</p> <p>Professional learning in the area of additive strategies occurred using the numeracy learning progressions.</p> <p>All teachers used the existing numeracy scope and sequence and an area for improvement identified (content integration).</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Teaching</p> <p>Effective Classroom Practice: Explicit teaching (S and G)</p> <p>Effective Classroom Practice: Feedback (S and G)</p> <p>Learning and Development: Collaborative practice and feedback (S and G)</p>	<p>Improvement as Measured by the School Excellence Framework</p> <p>Teaching</p> <p>Professional learning in literacy and numeracy focus areas took place with a focus on explicit teaching strategies (Effective Classroom Practice: Explicit teaching-S and G).</p> <p>Teachers provided explicit, specific and timely feedback to all students as a part of daily teaching practice (Effective Classroom Practice: Feedback-S and G).</p> <p>Teachers engaged in professional discussions and collaborated to improve teaching and learning in stage groups and at whole school levels (Learning and Development: Collaborative practice and feedback-S and G).</p> <p>Negotiated observations of classroom teaching practice in the focus area of spelling occurred, with feedback, to improve professional knowledge and practice (Learning and Development: Collaborative practice and feedback-S and G).</p>
<ul style="list-style-type: none"> • Executive and staff research an explicit teaching strategy to be embedded in all classrooms K-6. 	<p>Consistent Explicit teaching Strategy K-6</p> <p>All staff undertook What Works Best professional learning in the area of explicit teaching.</p>

Strategic Direction 3: Positive Partnerships

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and effective organisational practices.

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.

- Staff
- Students
- Parents

Resources allocated to this strategic direction

QTSS release: \$5,000.00

Socio-economic background: \$54,000.00

Low level adjustment for disability: \$87,000.00

Integration funding support: \$85,000.00

Aboriginal background: \$8,000.00

Location: \$3,000.00

Summary of progress

Our focus for 2021 was on positive partnerships with people in our school community, including students, parents and staff.

In relation to staff, this involved implementing supportive Performance and Development processes where staff set self-directed goals as well as goals aligned to our whole school focuses and teaching standards. All staff were involved in teaching observation based on a whole school focus area, with all staff given the opportunity to observe and be the observer. Collaborative planning sessions occurred within the Executive team and in Stage teams to foster a supportive environment with a strong sense of teacher efficacy. Formalised program feedback occurred each term with supervisors feeding back in relation to agreed upon criteria. Informal mentoring took place with staff at varying degrees of expertise. All staff took part in a What Works Best survey to identify areas to identify personalised professional learning needs.

In relation to students, this involved Teacher-Parent-Student interviews occurring in Semester One to discuss collaboratively decided upon goals. Students had opportunities in a variety of programs to support well-being, including transition programs for Kindergarten and Yr 6 students, leadership programs, extra-curricular activities to develop skills in areas such as dance, sport, public speaking, debating, robotics and coding, drama, movie making and singing. Students had opportunities to be recognised at assemblies for achievement, effort and citizenship, as well as performance opportunities.

In relation to parents, this involved Teacher-Parent-Student conferences to develop action plans to support student attainment of learning goals. The Parents and Citizens committee were actively involved in the school planning and reporting process through face to face engagement and school specific surveys. The parent community attended events wherever possible to enable involvement in their child's educational development. Parents continue to be actively involved in the well being of their children through strong communication and feedback channels, such as Class Dojo.

Restrictions and the learning from home scenario was a barrier to implementation, including initiation of the 'Grow your Mind' program with students, staff and parents. Restrictions in relation to parents on site impacted our second round of Teacher-Parent-Student conferences as well as parents attending many of our events. Many student well-being events had to be cancelled or postponed also but staff found alternatives wherever possible. Tell Them from Me and other parent surveys were put on hold as it was determined that learning from home was already a big enough focus for parents.

As a result of this focus, we have a connected and positive school community where students, staff and parents work together towards common goals.

In the next phase of this focus area, we will continue to provide opportunities for different members of the school community (students, parents and staff) to be involved in student and whole school goals. Whole school well-being events will continue to be run with parents invited to attend and participate wherever possible. We will survey parents and plan accordingly, to build understanding and involvement.

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
<ul style="list-style-type: none"> • Increase the percentage of students achieving 90% attendance to be above the system negotiated baseline of 74.3%. 	<p>Students attendance rate at 68.8%, above the state network and SSSG schools.</p>
<p>Staff</p> <ul style="list-style-type: none"> • Staff participate in a What Works Best survey and identify their areas of expertise. Executive analyse results. • Staff develop PDP goals in line with school plan initiatives and start researching blended learning options to meet their professional needs. • All staff complete What Works Best Modules. They then participate in a WWB survey. Executive analyse. Professional learning areas for this school plan cycle are identified. • All staff align PDP goals to the Teaching Standards-in the domains of Professional Knowledge (2.5.2), Practice (3.1.2 and 3.7.2) and Professional Engagement (6.1.2 and 6.4.2) against the Australian Professional Standards for Teachers. • Staff are surveyed on their areas of expertise with the goals of building upon our instructional leadership, coaching and mentoring and collaborative practice and feedback. Executive analyse. 	<p>Staff</p> <p>100% of teaching staff participated in a What Works Best survey and identified their areas of expertise. Executive analyse results.</p> <p>100% staff developed PDP goals in line with school plan initiatives.</p> <p>100% teaching staff completed What Works Best Modules. They then participated in a What Works Best survey. Executive analysed the data. Professional learning areas for this school plan cycle were identified.</p> <p>100% teaching staff aligned Performance and Development goals to the Teaching Standards-in the domains of Professional Knowledge (2.5.2), Practice (3.1.2 and 3.7.2) and Professional Engagement (6.1.2 and 6.4.2) against the Australian Professional Standards for Teachers.</p>
<p>Students</p> <ul style="list-style-type: none"> • Executive and staff research methods to explicitly teach students how to receive and give feedback using assessment data. Staff pick one particular strategy to utilise across the school. • Students take part in TTFM survey to identify strengths and gaps in extra-curricular activities. Staff and Executive analyse data. Plan additions or changes to the extra-curricular program for the following year. 	<p>Students</p> <p>All staff continued to focus on feedback using research methods.</p> <p>Students took part in Tell them from Me survey. Executive analysed to plan accordingly.</p>
<p>Parents</p> <ul style="list-style-type: none"> • Parents participate in TTFM survey to identify their current understanding and interest in student assessment, reporting, learning goals and self-reflection. Staff and executive analyse and plan. • Review parental involvement in and understanding of school plan. Use TTFM Survey data. Plan accordingly to build understanding and involvement. • Review school transparency and collaboration with parents. Use TTFM Survey data. Plan accordingly to build 	<p>Parents</p> <p>Parents and Citizens committee. were actively involved is the school planning and reporting process through face to face engagement and school specific surveys</p> <p>Tell Them From Me survey put on hold until 2022 due to pressures put on parents during the learning from home scenario</p>

understanding and involvement.	
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning</p> <p>Learning and Development: Professional learning (S and G)</p> <p>Learning and Development: Expertise and innovation (S and G)</p> <p>Professional Standards: Literacy and numeracy focus (S and G)</p> <p>Learning Culture: High expectations (S and G)</p> <p>Learning Culture: Attendance (S and G)</p> <p>Wellbeing: A planned approach to (S and G)</p> <p>Leading</p> <p>Educational Leadership: Instructional leadership (S and G,)</p> <p>Management Practices and Processes: Service delivery(S and G)</p>	<p>Improvement as measured by the School Excellence Framework</p> <p>Learning</p> <p>100% of teaching staff participated in professional dialogue around professional development focuses during a mid year whole school professional learning day and during fortnightly stage meetings using students' artefacts and data as a basis for discussions (Learning and Development: Professional learning-S and G).</p> <p>100% of teaching staff surveyed, to pinpoint strengths, with a plan to draw upon this to further develop the school professional learning community (Learning and Development: Expertise and innovation-S and G).</p> <p>Teachers are proficient in their teaching of literacy and numeracy, evidenced by the school exceeding the Premier's priority of achieving a 15% increase in students in the top 2 bands by 2023. The number of our students in the top 2 bands of literacy and numeracy went up from 28.33% in 2019 to 44.64% in 2021, which is an increase of 16.3% (Professional Standards: Literacy and numeracy focus-S and G).</p> <p>High expectations for all is evidenced by our NAPLAN results. Students achieving in the top 2 bands of NAPLAN numeracy was 36.36% compared to the system negotiated baseline of 20.5%. This exceeded the 2024 improvement measure of 32.2% achieving in the top 2 bands. Students achieving in the top 2 bands of NAPLAN reading was 52.63%, substantially above the system negotiated baseline of 32.3%. This exceeded the 2024 improvement measure of 43.5% achieving in the top 2 bands (Learning Culture: High expectations S and G).</p> <p>High expectations can also be evidenced by our student growth targets. 50% achieved expected growth in numeracy, compared to the negotiated baseline of 57.1%. This is working towards the 2022 measure to Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated lower bound target of 62.2%. 74.07% achieved expected growth in reading, above the system negotiated baseline of 67.9%. This exceeded the 2022 improvement measure to Increase the percentage of students achieving expected growth to be above the system negotiated lower bound target of 71% (Learning Culture: High expectations-S and G).</p> <p>Students' attendance rate at 68.8%, above the state network and SSSG schools (Learning Culture: Attendance-S and G).</p> <p>Tell Them From Me student survey data reflected that our students felt above the state and SSSG schools in advocacy at school at 97%, expectations for success at 99% and sense of belonging at 85% (Wellbeing: A planned approach to-S and G).</p> <p>Leading</p> <p>The Executive team remained committed to continuous improvement of teaching practice in order to maximise learning outcomes for all students through the use of school-based instructional leadership. This involved promoting the use of explicit teaching strategies to improve student learning outcomes in literacy and numeracy with a focus on collecting and using assessment data to inform teaching practice (Educational Leadership: Instructional leadership-S and G)</p> <p>The school continued to provide streamlined, flexible processes to deliver services and information and to support parental engagement and satisfaction. 96% of parents attended Teacher-Parent-Student conferences. 94% of parents on Class Dojo app. 100% of parents receive school newsletter via email (Management Practices and Processes: Service delivery-S and G).</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$85,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Laurieton 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"> • Students <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 • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Enriched learning opportunities for students with disability through the provision of quality support in the classroom setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintaining these quality 2021 programs.</p>
<p>Socio-economic background</p> <p>\$127,605.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Laurieton 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"> • Parents • Personalised Learning • Students • 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 [program/initiative] to support identified students with additional needs • professional development of staff through [program] to support student learning • employment of additional staff to support [name] program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • staff release to increase community engagement <p>The allocation of this funding has resulted in: Additional support in all classrooms to assist students to achieve personalised learning goals. Upgraded teaching resources and equipment in classrooms benefitting all students. Quality professional learning and mentoring processes for all staff. Delivery of quality wellbeing programs and extra curricular opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To maintain the provisions of in-class support and evidence based professional learning for teachers and support staff. Continue to enhance the resources required to provide quality learning experiences in the classroom.</p>

<p>Aboriginal background</p> <p>\$8,001.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Laurieton 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"> • Students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: All Aboriginal students in Yr 3 and Yr 5 achieving high middle or top 2 bands in Numeracy and Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintaining the strong support mechanisms eg LaS, SLSO's, personalised learning goals, Parent Teacher Student Conferences, to assist achievement of identified learning outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$87,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Laurieton 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"> • Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (Multilit, Bump it Up) to increase learning outcomes <p>The allocation of this funding has resulted in: All classes having quality learning support for students. SLSO's provided with structured day plans to ensure quality educational assistance is delivered and evaluations of student attainment and engagement registered. Excellent student achievement and progress in NAPLAN.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain the quality structures in place if staff are available for employment due to COVID.</p>
<p>Location</p> <p>\$3,000.00</p>	<p>The location funding allocation is provided to Laurieton Public School to address school needs associated with remoteness and/or isolation.</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"> • Parents

<p>Location</p> <p>\$3,000.00</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in: All students involved in the reward based excursion to recognise the harmonious and caring environment at LPS. LPS team travel to represent at Athletics District Carnival.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintaining these positive and rewarding programs.</p>
<p>Literacy and numeracy</p> <p>\$21,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Laurieton 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"> • Quality Teaching of Literacy • Quality Teaching of Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • 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 • updating reading resources to meet the needs of students • teacher release to engage staff in whole school professional learning <p>The allocation of this funding has resulted in: Quality teaching programs evident in all classrooms. Quality resources utilised for student learning needs. Excellent NAPLAN results. Strong whole school collaborative planning and teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: Re-evaluate areas for improvement through whole school PL, identified from analysis of student results in PAT, NAPLAN and Check-in assessments. Attempt to source casual teachers to provide RFF for LPS teaching staff to be involved in face to face professional learning.</p>
<p>QTSS release</p> <p>\$31,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Laurieton 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"> • Personalised Learning • Quality Teaching of Literacy • Quality Teaching of Numeracy • Staff <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 • additional staffing to support staff collaboration in the implementation of

<p>QTSS release</p> <p>\$31,000.00</p>	<p>high-quality curriculum</p> <p>The allocation of this funding has resulted in: COVID had significant impact on all planned activities throughout 2021</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintaining the strong collegial programs operating at Laurieton Public School that will require the employment of casual teachers.</p>
<p>COVID ILSP</p> <p>\$120,000.00</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>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 teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - Multilit and Bump It Up • providing intensive small group tuition for identified students who were performing below capacity in reading and numeracy <p>The allocation of this funding has resulted in: ILSP: Employment of a learning and support teacher 5 days a week, working with small groups, with a focus on literacy and numeracy. The teacher was able to develop and implement programs focused on student needs deriving from the ongoing analysis of assessment data and teacher referrals. An increased number of students had access to learning and support on a regular basis as well as involvement in interchangeable groups, reflective of skill consolidation and arising needs. NAPLAN, Check-in assessments, PAT testing and school appointed diagnostic tests provided learning directions, content, skills and specific outcomes to be addressed for each group. Scout was utilised, providing links to activities that focused on specific outcomes. The LaST was able to regularly communicate with classroom teachers providing information pertaining to student growth and future directions. Ongoing analysis of the ILSP programs resulted in academic gains being achieved across the school. All students recorded growth in reading with a majority of students increasing their scores in PAT and Check-in assessments in both literacy and numeracy. The 2021 NAPLAN results were excellent, with Y3 achieving results above state averages in all subjects and Y5 in reading, grammar and punctuation. Y5 maintained growth in other areas of NAPLAN testing. The additional LaS time provided, enabled individual student needs to be better met. We have been able to assist more students, utilise data more effectively and provide feedback to classroom teachers regularly. Remaining funds were utilised to employ a second LaS teacher to work intensively with Stage 3 students in literacy and numeracy, in preparation for transition to high school.</p> <p>After evaluation, the next steps to support our students with this funding will be: AI ILSP funding for 2021 has been utilised. Continued small group tuition will continue where possible. Analysis of data from a variety of assessments will continue to assist program and group creation. Regular assessment and reflection will indicate future directions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	92	86	84	85
Girls	125	118	99	96

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.7	95.2	92.6	92
1	93.4	94.6	92.6	91.5
2	94.1	94.4	92.9	87.6
3	93.1	94.5	93.6	91
4	92.5	93.2	91.7	90.1
5	91.6	92.8	91.9	88.8
6	91.5	92	90.4	90.3
All Years	93	93.7	92.2	90.2
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
Assistant Principal(s)	2
Classroom Teacher(s)	5.89
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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	731,908
Revenue	2,122,121
Appropriation	2,072,817
Sale of Goods and Services	1,965
Grants and contributions	47,094
Investment income	245
Expenses	-1,949,092
Employee related	-1,797,235
Operating expenses	-151,857
Surplus / deficit for the year	173,029
Closing Balance	904,938

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	107,948
Equity Total	235,863
Equity - Aboriginal	8,767
Equity - Socio-economic	139,215
Equity - Language	0
Equity - Disability	87,882
Base Total	1,475,012
Base - Per Capita	45,113
Base - Location	3,920
Base - Other	1,425,979
Other Total	78,987
Grand Total	1,897,810

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

Many informal communication processes occurred throughout 2021 directly with our families, focusing on the home learning environment and family wellbeing.

- We sourced home learning capacity
- Devices and internet
- Student application and achievement
- Family wellbeing

All issues were addressed and support provided where required.

In Term 1 2021 all families who completed the survey, answered the following questions and the responses were all extremely positive and reassuring. We are a wonderful school community.

Do you feel your child enjoys being a member of LPS? 100% Yes

Did you find the conference beneficial? 100% Yes

Will you be helping your child achieve his or her personal learning goals at home? 100% Yes

How well do you feel LPS handled all things COVID throughout 2021?

- Outstanding and thank you for everything
- Great, couldn't ask for a better school
- 10/10
- As good as it could be , very well informed and great communication through apps and newsletter.
- Outstanding, thank you for everything
- Fantastic, thank you
- Excellent, well done all
- Perfectly
- Very well organised
- With humour and professionalism like usual. Thank you
- Amazingly

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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.