

# 2021 Annual Report

## Lavington Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Lavington 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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Lavington Public School

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## School vision

To deliver sustained and measurable whole school improvement through evidence-based approaches to learning and teaching.

## School context

Lavington Public School (LPS) is a K-6 suburban school, located 4 kilometres north east of Albury.

The school has 446 students across 20 classrooms from Kindergarten to Year 6 and 44 staff. There has been a significant increase of 43% in school enrolments over the last 4 years. Our students come from a diverse community, with families primarily coming from a suburban background, with a nearby rural influence. Our families have a wide variety of socioeconomic status, cultural background and family configurations. We have approximately 5% of the school enrolment from a non-english speaking background and approximately 12% of students identifying as Aboriginal or Torres Strait Islander.

Our school community have been collaborated with and support the 3 school values of Positive Behaviour for Learning - safety, respect and responsibility. Our community expects all students receive educational experiences and learning opportunities that foster high expectations, inspiring students to achieve to their potential. Lavington Public School is committed to offering a quality education for all students from dedicated staff in a stimulating and caring environment, where teaching and learning thrives.

Lavington Public School has a comprehensive orientation program to introduce Kindergarten students into the school, and Year 6 students into high school. The school has a successful dance troupe, junior and senior choirs, a highly successful public speaking program, a growing music program, a strong technology focus, photography squad, beautification group, STEM program and an active leadership development program with our Student Representative Council. Lavington has always been a strong sporting school offering a wide variety of sporting competition, as well as skill development.

Throughout this school planning cycle, the executive team will lead three major strategic directions. These include the expert use of assessment, both flexibly and responsively, to ensure student growth targets are exceeded. Also, to build on the deep knowledge and understanding of the curriculum to support high expectations for student learning, and lastly, demonstrating the management practices and processes of the school are responsive to community feedback, strengthening the relationship with the school community.

The school receives additional funding to support individual students, students from a low socio-economic background, students requiring support to develop their English language proficiency, students from an Aboriginal background and those students who require adjustments for disabilities.

Lavington Public School continues to develop our partnerships with neighbouring Pre Schools, High Schools and external support providers. The school houses an Out of School Hours Care facility on site and has numerous partnerships with local charities and non for profit organisations.

The school is set in spacious and well-tended grounds and is continually developing its infrastructure to ensure that students learn in a pleasant environment and create a sense of belonging for all.

## 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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise student learning outcomes and to build a strong foundation for success, we will continue to use data driven teaching practices, in a flexible and responsive way, to meet the learning needs of our students.

### Initiatives

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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.

- Assessment and Student Performance Measures

### Resources allocated to this strategic direction

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**Early Action for Success (EaFS):** \$171,513.00

**New Arrivals Program:** \$21,090.00

**English language proficiency:** \$45,086.00

**Refugee Student Support:** \$6,012.00

**Socio-economic background:** \$121,752.00

**Integration funding support:** \$179,947.20

**Aboriginal background:** \$22,424.00

**Low level adjustment for disability:** \$198,903.37

**Literacy and numeracy intervention:** \$58,861.95

**Professional learning:** \$32,492.62

**Beginning teacher support:** \$4,485.00

**Per capita:** \$5,581.00

### Summary of progress

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#### Assessment and Student Performance Measures

Stage Plans were developed across each stage. Each plan had 4 main domains - Literacy, Mathematics, Attendance and Wellbeing. Within each of these domains, targets were identified that directly impacted the Strategic Improvement Plan. At the beginning of each term, the Stage Plan was delivered to the stage and students were identified within that stage who needed to lift and shift. These students were then identified in teaching and learning programs and lessons and individualised support was used to improve student results. At the end of each term, results of student progress were analysed and student growth was identified.

New targets were then set for the following term and the process was embedded into daily practice for Terms 2, 3 and 4. The impact of closely monitoring and tracking student data and growth was that each teacher within the stage knew which students in their class they were responsible to lift and shift and how they would do that within their lessons. Teachers were engaged in robust dialogue around the efficacy of data and how to use this effectively to program and sequence lessons.

#### Summative assessment

The whole school assessment schedule was refined and was reflective of the unique needs of each stage, yet still containing whole school approaches to trackable data. These assessments are intended to evaluate student learning by comparing student performance against the stage plan targets and NSW benchmarks. Stage plans provide cumulative snapshots to evaluate and report on student learning. Teachers and executives analyse this summative data to help illuminate areas of strength and gaps in curriculum and instruction. This analysis informed future professional learning, target students and the following 5 week planning cycle.

#### Data Skills and Use

Whole school internal assessment measures were used to ensure consistency in grades across each stage. Whole school literacy measures included SMART Spelling, Cars and Stars (reading comprehension), writing rubrics which were aligned with the syllabus, Decodable and PM Reading level texts. As well as internal numeracy measures such as Place Value assessment and stage-based diagnostic assessments. These whole school programs ensure consistent teaching protocols and common language amongst teachers to ensure all students deeply engage in lessons. Assessments were consistent and every 6 weeks in Stage meetings, writing samples were moderated amongst staff to ensure consistent grades were distributed for reporting. The impact of using consistent whole school programs has ensured all teachers reflect on teacher effectiveness and inform the future direction of the school.

In 2022 we will further develop staff skills in the use of data to inform teaching with a focus on Numeracy and ensure that the systems that are in place are effective in the monitoring of every student's progress across the school.

### 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
Uplift of between 0.65% and 5.65% in students achieving in the top two bands for NAPLAN Reading, from a baseline of 28.5%.	37.50% of Yr 3 students and 21.74% of Year 5 students (30.1% overall) achieved in the top 2 bands for Reading in NAPLAN. This equates to a 5.6% uplift towards the annual progress measure.
Uplift of between 1.85 - 8% in students achieving in the top two bands for NAPLAN Numeracy, from a baseline of 12.6%.	22.64% of Yr 3 students and 14.89% of Year 5 students (18.8% overall) achieved in the top 2 bands for Numeracy in NAPLAN. This equates to a 49.2% uplift towards the annual progress measure.
1.67% uplift in expected growth in NAPLAN Reading, from a baseline of 49.1%.	52.94% of students achieved expected growth for Reading in NAPLAN. Whilst expected growth for reading has been in gradual decline since 2018, this equates to an uplift of 3.84% from baseline data.
2% increase in expected growth in NAPLAN Numeracy, from a baseline of 39%.	45.71% of students achieved expected growth for Numeracy in NAPLAN. Whilst expected growth for numeracy has been in gradual decline since 2018, this equates to an uplift of 6.71% from baseline data.
4.35% uplift in students attending school 90% of the time or more, from a baseline of 71.9%.	67.8% of students attended school 90% of the time or more in 2021. This equates to a decline of 4.1%.
1.86% increase in students reporting a sense of positive wellbeing, from a baseline of 77.3%.	79.18% of students who undertook the TTFM survey indicated a positive sense of well being.
Improvement as measured by the School Excellence Framework:  <b>Learning</b>  Element: Assessment (S&G)  * Focus theme: Summative Assessment (S&G)	100% of staff used the whole school assessment schedule.

### Purpose

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To foster high expectations on student learning, we will further develop our knowledge and understanding of the curriculum requirements, with precision in Literacy and Numeracy, to ensure all students are challenged and achieve excellent value added results.

### Initiatives

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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.

- Curriculum Monitoring
- Collaborative Practice and Feedback

### Resources allocated to this strategic direction

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**QTSS release:** \$83,416.00

### Summary of progress

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#### Curriculum Monitoring

The PD/H/PE team identified the need to update Lavington Public School's PD/H/PE documentation. The team completed an audit using the Curriculum Monitoring Checklist and found that LPS needed to develop/update Scope and Sequences, units of work, assessments and resources. This was completed throughout Semester 1 and in the final stages, the team submitted their work to the executive for review. The executive reviewed the scopes and sequences, units of work and differentiated assessments and found them to align with the NESAs programming requirements. The PD/H/PE team then designed Professional Learning around what they had developed to present to all staff. They were able to deliver a systematic approach to teaching PD/H/PE across K-6, supported by differentiated assessments for each unit of work. The impact of this has been that 100% of teachers now utilise these resources in their teaching and learning programs. They are using units of work that build on prior knowledge, use quality assessments and are able to deliver sequenced lessons from K-6 and support their lessons with quality resources that allow students to deeply engage with lessons.

The Science and Technology team identified the need to update Lavington Public School's Science and Technology documentation. The team completed an audit using the Curriculum Monitoring Checklist and found that LPS needed to develop/update Scope and Sequences, Unit of Work, Assessments and resources. This was completed throughout Semester 2 and in the final stages, the team submitted their work to the executive for review. The executive reviewed the Scopes, Units of work and differentiated assessments and found them to align with the NESAs programming requirements. The Science and Technology team then designed Professional Learning around what they had developed to present to all staff. They will deliver a systematic approach to teaching Science and Technology across K-6, supported by differentiated assessments for each unit of work on Staff Development Day Term 4, 2021. The impact of this will be in 2022, all teachers will utilise these resources in their teaching and learning programs. They will be teaching exceptional units of work that build on prior knowledge, use quality assessments and are able to deliver sequenced lessons from K-6 and support their lessons with quality resources that allow students to deeply engage with lessons.

#### Collaborative Practice and Feedback

Teaching observations were completed in Semester 1. Teachers within the same stage were able to observe a colleague and give feedback based on the What Works Best Document. All teachers participated in this process and quality feedback was delivered. Lesson Observations across stages were planned for Semester 2. This process included staff seeing a quality lesson delivered to students and for dynamic feedback to be given to all teaching staff. Teacher observations will be completed in 2022.

100% of staff submitted their PDP to their supervisor in Semester 1 and Semester 2. The school PD outline was developed based on the needs of the school plan and the staff goals. The PD outline was aligned with the SIP to highlight to all staff their engagement with the SIP and the correlation with the PD being delivered. Written and verbal feedback was given in accordance with the SIP.

100% of teaching staff submitted their teaching and learning programs to their supervisors. Written feedback was given in accordance with the NESAs programming checklist. The impact of this was that all teachers are complying with NESAs programming expectations and all teachers can demonstrate data informing teaching practice.

In 2022 the school will continue to develop the skills of the executive and staff in giving and receiving quality feedback to improve teaching. Opportunities for Teachers to engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups and stages will be organised. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

### Progress towards achieving improvement measures

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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
100% of classroom teachers identify and forming learning alliances with other schools, department representatives and other organisations	Staff have been working informally with colleagues from surrounding primary schools. Progress towards this measure has been hampered due to restrictions on staff movement.
Executive explore and deeply understand the professional teaching standards and develop resources to support a coaching and mentoring culture.	Professional Teaching Standards were explicitly linked to all professional learning activities and Performance and Development Plans.



## Strategic Direction 3: Community Engagement

### Purpose

To deliver a whole school approach to excellence in service delivery to increase parental engagement, directly impacting student learning.

### 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.

- Communication and Engagement
- High Quality Systems

### Resources allocated to this strategic direction

### Summary of progress

#### Communication and Engagement

The focus for 2021 was on the use of technology to communicate and engage with all community members and stakeholders. The aim of this was to embed authentic partnerships across the school with various community groups which would lead to a positive impact on student progress.

Sendral was purchased to ensure consistent communication with the whole community regarding activities, attendance and student progress. The Tell Them From Me (TTFM) surveys were used to capture student, parent and teacher voices, providing reliable evidence for the school to use in identifying strengths and areas for improvement. Staff utilised various forms of communication including Sendral, newsletter, email, telephone, website, Facebook, information sessions and face to face meetings.

#### High Quality Systems

Another focus for 2021 was the development of high quality internal systems and structures to aid ongoing school improvement and professional effectiveness. Sendral whole school communication provided the opportunity for staff to communicate in an effective manner, ensuring messaging was consistent across the school and community.

In 2022, we will work with key stakeholders within the community (Aboriginal/Bhutanese/Nepalese/Congolese) to establish a process of authentic engagement whereby all community members are able to access and contribute to the school community. We will utilise the AECG and EALD teacher/SLSO to enable this process. This will allow us to re-engage with these community groups post Covid and strengthen relationships to ensure the school is an effective community hub for students and families.

### 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
Develop and distribute feedback and community surveys.  Capture baseline data of surveys returned.	Community surveys have been drafted in consultation with the Principal and Executive team ready for use in 2022.
Participate in TTFM Survey.  Capture baseline data of surveys returned. <b>Survey period 1 (Term 1/2)</b> <ul style="list-style-type: none"><li>• Shortened student survey</li></ul> <b>Survey period 2 (Term 3/4)</b> <ul style="list-style-type: none"><li>• Shortened student survey</li></ul>	In 2021, 173 students participated in the Tell Them From Me (TTFM) survey in Term 2, and 121 students participated in the TTFM survey in Term 4. The TTFM survey provides indicators of student engagement and wellness, and the aspects of the classroom and school learning environment that research has shown to affect student engagement and learning outcomes.  In Term 2 and Term 4 the TTFM survey showed that overall 80% of our students surveyed had a positive sense of belonging while at school. Of the

<ul style="list-style-type: none"> <li>• Teacher survey (offered and encouraged for all eligible schools)</li> <li>• Parent survey</li> </ul>	<p>students surveyed in Term 2 and Term 4, 75% felt that teachers set clear goals for learning, understanding and providing feedback.</p>
<p>TTFM Parent Survey indicates an increase in parents feeling welcomed into the school to a mean of 7.2 from a baseline of 7.1 in 2020.</p> <p>Tell them from Me Parent surveys indicate an increase in parents feeling informed from a baseline of 6.7 in 2020 to 6.9 in 2021</p>	<p>Tell them from Me 2021 Parent survey data indicated that the school mean for parents feeling welcomed into the school is at 7.1.</p> <p>Tell them from me 2021 Parent Survey data indicates that in the area of parents feeling informed there has been an increase in the school mean to 6.8.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$6,012.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><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>• Assessment and Student Performance Measures</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>• employment of additional staff for targeted student support</li> <li>• additional staffing for targeted interventions to support student learning</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• strengthening orientation and transition program for identified students</li> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> <li>• additional staffing to map individual students against the EAL/D progressions</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased educational support for EAL/D students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued funding into 2022 for an EAL/D support teacher and SLSO, professional development and increased communication with our EAL/D families and supporting community engagement organisations.</p>
<p>New Arrivals Program</p> <p>\$21,090.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Lavington 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>• Assessment and Student Performance Measures</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>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Intensive and coordinated educational and wellbeing support for our EAL/D students and their families.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued funding into 2022 for an EAL/D support teacher and SLSO, professional development and increased communication with our EAL/D families and supporting community engagement organisations.</p>
<p>Integration funding support</p> <p>\$179,947.20</p>	<p>Integration funding support (IFS) allocations support eligible students at Lavington Public School in mainstream classes who require moderate to high levels of adjustment.</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>• Assessment and Student Performance Measures</li> </ul>

<p>Integration funding support</p> <p>\$179,947.20</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• consultation with external providers for the implementation of speech, occupational and behavioural therapy</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of five School Learning Support Officers (SLSO's) to assist students with additional support and learning needs, and release funds for teachers to attend support meetings.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of the employment of SLSO's to assist with personalised learning and support for students in their classrooms, providing release for classroom teachers to undertake professional learning related to the funded student, providing release for classroom teachers to evaluate and plan adjustments with parents, carers and other school staff, additional teacher time to plan and provide adjustments and additional school learning support officer time to provide adjustments.</p>
<p>Socio-economic background</p> <p>\$398,833.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lavington 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>• Assessment and Student Performance Measures</li> <li>• Other funded activities</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>• Targeted student support in small groups</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional classroom teaching staff, learning and support teachers and SLSO's. The learning support provided allowed additional small group work for learning support teachers and support for students who are not eligible for Integration Funding.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ an additional learning and support and wellbeing teacher to assist students with higher rates of achievement in the top 2 NAPLAN bands, an increase in the proportion of students achieving at or above expected growth in both reading and numeracy as measured in NAPLAN or a local measure, a decreased percentage of students achieving in the bottom 2 NAPLAN bands and increased value-add across the school.</p>
<p>Aboriginal background</p> <p>\$51,285.74</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lavington 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>

<p>Aboriginal background</p> <p>\$51,285.74</p>	<ul style="list-style-type: none"> <li>• Assessment and Student Performance Measures</li> <li>• Other funded activities</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 deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of an SLSO dedicated to working with students with an Aboriginal background, and release time for staff to ensure Personalised Learning Pathways were collaboratively developed, implemented and reviewed.</p> <p>Funds were also utilised to engage local Aboriginal people for NAIDOC Day and other cultural programs and activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Additional teaching time and additional school learning support officer time for planning and learning support.</p>
<p>English language proficiency</p> <p>\$45,086.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lavington 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>• Assessment and Student Performance Measures</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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Supporting the English language learning of EAL/D students at Lavington Public School. EAL/D teaching staff provided professional learning for teachers, and additional funding was allocated to employ an SLSO who provided bilingual support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Increased professional development for staff, the continuation of engaging an EAL/D teacher and supporting School Learning Support Officer, and increased engagement in the community to support our students' learning and wellbeing.</p>
<p>Low level adjustment for disability</p> <p>\$198,903.37</p>	<p>Low level adjustment for disability equity loading provides support for students at Lavington 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>• Assessment and Student Performance Measures</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$198,903.37</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Funding was used to provide support to students with additional learning support needs in the classroom and playground. It was also used to build on existing programs and procedures, related professional learning and program coordination.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Additional professional learning and the employment of additional SLSO's to support student engagement and wellbeing in the classroom.</p>
<p>Location</p> <p>\$2,295.11</p>	<p>The location funding allocation is provided to Lavington 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>• Other funded activities</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>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Subsidising incursions for 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> A continuation of subsidising incursions in the future.</p>
<p>Literacy and numeracy</p> <p>\$11,849.43</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lavington 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>• 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>• staff training and support in literacy and numeracy</li> <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 purchase of new digital resources, student laptops and ipads, books, decodables and other learning resources. Professional development was also provided for staff across all stages to engage students in their learning whilst using the new resources purchased.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Review the use of new resources and identify any further student and teacher requirements/needs.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Lavington 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</b></p>

<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Assessment and Student Performance Measures</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> </ul> <p><b>The allocation of this funding has resulted in:</b> The engagement of an Instructional Leader to enhance the numeracy and literacy outcomes of students, and to ensure quality learning and teaching across the curriculum with data led practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This program ended in Term 4, 2021.</p>
<p>QTSS release</p> <p>\$83,416.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lavington 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>• Collaborative Practice and Feedback</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>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional release for executive staff to lead strategic directions within the school plan, including the development of milestones.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide additional release time for executive staff, to improve teaching quality and enhance professional practice to ensure that all students benefit from high quality teaching and learning practices that best meet the full range of student needs.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lavington Public School who may be at risk of not meeting minimum standards.</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>• Assessment and Student Performance Measures</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 classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An above establishment Assistant Principal to assist the executive team to meet the literacy and numeracy learning needs of our students, and to ensure literacy and numeracy knowledge and skills are embedded in curriculum and assessment. High quality teaching practices are enhanced and literacy and numeracy instruction capabilities are strengthened in stage teams.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p><b>funding will be:</b> Employment of a teacher to provide targeted small group interventions for literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$237,474.54</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>• employment of teachers/educators to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Engaging two classroom teachers to provide targeted support to students whose learning has been most affected by COVID disruptions in small groups. Each group involved up to 5 students and occurred 3 times a week. Feedback was provided to teachers, parents and students on their learning and growth. PLAN2 was used by teachers and COVID ILSP educators for their ongoing progress monitoring and recording. The program was monitored twice a term to demonstrate progress towards improving the learning outcomes of students participating in the program. Online learning support was provided during lockdowns.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employment of classroom teachers to continue to work with students in small groups based on funding received.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	194	209	233	241
Girls	194	202	202	198

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	92.7	92.8	90.9
1	92	92.2	93.7	92
2	92.7	93.3	92.8	91.5
3	93	91.8	93.1	90.3
4	89.7	91.8	92.1	93
5	89.2	86.8	91.8	90.5
6	92.1	88.1	87.8	88.9
All Years	91.7	91	92	90.9
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

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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
Assistant Principal(s)	4
Classroom Teacher(s)	16.24
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	4.14

\*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>	487,319
<b>Revenue</b>	4,972,974
Appropriation	4,898,818
Sale of Goods and Services	1,031
Grants and contributions	71,907
Investment income	318
Other revenue	900
<b>Expenses</b>	-5,052,980
Employee related	-4,450,764
Operating expenses	-602,216
<b>Surplus / deficit for the year</b>	-80,006
<b>Closing Balance</b>	407,312

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>	164,755
<b>Equity Total</b>	694,118
Equity - Aboriginal	51,286
Equity - Socio-economic	398,834
Equity - Language	45,086
Equity - Disability	198,912
<b>Base Total</b>	3,239,612
Base - Per Capita	108,719
Base - Location	2,295
Base - Other	3,128,598
<b>Other Total</b>	437,047
<b>Grand Total</b>	4,535,532

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

At Lavington Public School, we continually seek feedback through the customer complaints and compliments form, verbal feedback and internal and external surveys. This feedback helps highlight opportunities to improve our practice.

Our staff utilise various forms of communication, including Sentral, the school newsletter, email, and our school website and Facebook page. Face to face communication was limited in 2021, however our staff, students and parents embraced online learning and communication platforms.

Parent participation at school events was limited in 2021. The use of Sentral, Facebook and our school newsletter helped to inform parents and the greater community of events and activities occurring at Lavington Public School.

Each year, Lavington Public School seeks the opinions of students, teachers and parents regarding the school. We rely on the formal information gathered via the Tell Them From Me surveys. These surveys are scored on a ten-point scale. A score of 0 indicates disagreement; 10 indicates strong agreement; and 5 portrays a neutral position.

### Students

The Tell Them From Me student survey is based on the most recent research on school and classroom effectiveness. Results from the Tell Them From Me survey compare our score with the average score for all NSW Department of Education schools. Only students in Years 4-6 complete the survey.

- 80% of students feel school staff emphasise academic skills and hold high expectations for all students to succeed
- 71% of students feel teachers set clear goals for learning, establish expectations, check understanding and provide feedback
- 71% of students know where to seek help if bullied
- 74% of students feel proud of their school
- 64% of students understand there are clear rules and expectations for classroom behaviour

### Teachers

The Tell Them From Me survey is a self evaluation tool for schools to reflect on the 'Eight Drivers of Student Learning' that research has shown to have the biggest impact on student learning. These include: Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent involvement.

- 100% of teachers feel Lavington Public School is a welcoming and culturally safe place for all students
- 91% of teachers feel they establish clear expectations for classroom behaviour
- 86% of teachers feel school leaders clearly communicate their strategic vision and values for Lavington Public School
- 86% of teachers feel they work with a leadership team that creates a safe and orderly school environment
- 46% of teachers feel that students can use computers effectively

### Parents/Carers

The 'Partners in Learning' parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning, positive behaviour and a safe and inclusive environment.

- 80% of parents would recommend Lavington Public School to other parents
- 80% of parents feel Lavington Public School helps students with disability or special needs to feel welcome
- 84% of parents feel the physical environment of Lavington Public School is welcoming
- 78% of parents feel their child is clear about the rules for school behaviour
- 24% of parents agree or strongly agree that their child's performance in mathematics is not important

# 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.