

2021 Annual Report

Lawrence Public School



2379

Introduction

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

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School vision

Our vision is to help our students discover their innate talents and unlock their full potential within the context of a supportive and nurturing environment. Our dedicated teachers deliver outstanding and innovative learning programs, inspiring our students to imagine the possibilities, believe in themselves and create their brightest future. Each and every Lawrence student is known, cared for and valued as an individual. They are becoming caring, well-balanced and confident learners who are resilient, actively engaged in their learning and striving for improvement. Our teachers are innovative, guided by data and evidence-based practice. Teaching and learning programs include the purposeful use of technology and the creative use of learning spaces. Our physical environment reflects our commitment to continuous improvement. We work collaboratively with our community to ensure students maximise their potential in all aspects of their lives.

School context

Lawrence Public School is a rural small school in the town of Lawrence situated on the Clarence River. It is a small school with a teaching principal. In 2020 LPS completed an extensive situational analysis to determine the needs of the school community.

In 2021 the school has an enrolment of 60 students from Kindergarten to Year 6. We have been trialing Stage based classes to improve explicit instruction and feedback due to smaller class sizes and continuity of stage outcomes.

Our families and community members, including the Parents and Citizens' Association enable us to regularly celebrate success and promote a sense of community. Many families have had generations pass through the school. Parents want their children to feel safe and happy at school.

Our staff focuses on developing quality teaching and learning programs across all key learning areas. We offer a diverse range of programs and activities to optimise the total development of our students. In 2017 we joined the Early Action For Success project and have a 0.4 Deputy Principal Instructional Leader working to improve literacy and numeracy.

Our teaching staff is experienced and enthusiastic. They keep themselves up-to-date via quality teacher professional learning to enable them to deliver best practices and quality lessons to the students in their care.

Our situation analysis highlighted how connected our students feel to the school with a high sense of belonging and advocacy. However it also showed the need to improve regular attendance at school, especially for students at risk, and the need to develop a whole school approach to student wellbeing. Summative data has been systematically collected and the focus now will be to use analysis to drive whole school planning and classroom teaching and learning.

The school is a member of the Clarence Community of Small Schools, and also works cooperatively with the Lower Clarence Schools network.

The school attracts equity funding to support the needs of students based on Socio-economic background, Aboriginal background and low level adjustment for disability.

This strategic improvement plan was developed in consultation with LPS Staff, parents, the P&C, other community members and LPS students.

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

Strategic Direction 1: Student growth and attainment

Purpose

To develop a school wide culture of continuous improvement by implementing and refining data driven and evidenced based teaching practices that are responsive to student learning needs to enhance student growth and attainment.

Initiatives

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

- Effective classroom Practice
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$6,754.00

Location: \$1,510.00

Socio-economic background: \$72,212.00

English language proficiency: \$2,400.00

Early Action for Success (EaFS): \$68,605.20

Low level adjustment for disability: \$31,853.81

Aboriginal background: \$13,261.13

Literacy and numeracy: \$7,472.00

Summary of progress

In 2021 there has been a school wide focus of utilising explicit teaching to build student understandings across KLA's. This has included focussed quality professional learning of evidenced based practice in explicit teaching in Reading and Additive Strategies in Numeracy, use of peer observation and feedback of teaching and learning strategies to improve practice, developing stage based class groups to provide supportive structures, and improved data collection to more effectively track student growth.

Although our NAPLAN data showed a decrease in both reading and numeracy against baseline data our check in assessment growth data for 2021 demonstrated results above state average for reading in Years 3, 4, 5 and 6. Our Numeracy results were marginally below State average in years 3 and 5, and above State average in years 4 and 6. Internal results also corroborated the check in assessment data.

Barriers have included difficulty accessing staff to enable professional learning, observations and implementation of school programs to take place. Disruption to learning due to COVID 19, through both disengagement during at home learning and high student absences when learning on site, has also impacted program success.

In 2022 teachers will work to embed explicit teaching practices, across all aspects of the teaching and learning cycle. This will also continue to include peer collaboration, observation and feedback to improve practice. There will also be a focus on improved use of assessments to ensure targeted differentiated lessons. The numeracy focus for explicit teaching will be measurement and geometric reasoning in addition to Additive Strategies.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Top Two Bands <ul style="list-style-type: none">• The percentage of Year 3 and Year 5 students in the top two bands NAPLAN Numeracy maintains baseline data.• The percentage of Year 3 and Year 5 students in the top two bands NAPLAN Reading maintains baseline data.	<ul style="list-style-type: none">• Data indicates 18% of students are in the top two skill bands for reading which is a decrease against baseline data.• In numeracy, 12% of students are in the top two skill bands indicating a decrease against baseline data.
Learning Progressions	<ul style="list-style-type: none">• Across K-6 classes up to 70% of students in each class are completing

<ul style="list-style-type: none"> • 70% or more of students K-6 are completing stage expected learning indicators within the quantifying numbers sub element of the numeracy progressions. • 70% or more students have achieved or exceeded expected growth in Literacy and Numeracy Progressions in PLAN2 data 	<p>expected learning outcomes within the numeracy element of Quantifying Number.</p> <ul style="list-style-type: none"> • Most students are making growth progress in Reading and Numeracy as mapped through PLAN2, with targeted interventions supporting under achievement across the school.
<p>School Excellence Framework</p> <ul style="list-style-type: none"> • SEF Learning Theme- <i>Summative Assessment</i>:: from Delivering to Sustaining and Growing • SEF Teaching Theme- <i>Explicit Teaching</i>: from Delivering to Sustaining and Growing to Excelling • SEF Teaching Theme- <i>Data Literacy</i>: from Delivering to Sustaining and Growing 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme Summative assessment in the Assessment element. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme Explicit teaching in the element of Effective Classroom Practice. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in Data literacy in the element of Effective Classroom Practice.
<p>NAPLAN Value-Add</p> <ul style="list-style-type: none"> • The percentage of Year 3 and Year 5 students achieving or exceeding expected growth in NAPLAN reading will be between 60-100% (small school system negotiated target). • The percentage of Year 3 and Year 5 students achieving or exceeding expected growth in NAPLAN Numeracy will be between 60-100% (small school system negotiated target) 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading decreased to 54.55% indicating progress yet to be seen toward the lower bound target. • The percentage of students achieving the expected growth in numeracy decreased by 5.45% leading to progress yet to be seen toward the lower bound system-negotiated target.

Strategic Direction 2: Well being and Engagement

Purpose

To create and nurture a supportive and engaging social and physical environment where children and staff are empowered to connect, thrive succeed and learn.

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.

- Success through Leadership
- Connection and engagement

Resources allocated to this strategic direction

Location: \$4,199.00

Professional learning: \$1,000.00

Summary of progress

In 2021 we began our focus on success through leadership. All staff have completed Covey's 7 Habits training, completing individual and team based PD with a focus on personal growth and leadership. This has led to a whole school shift in mindset and the building of a shared set of beliefs and practices about leadership at all levels. We have formed our lighthouse team to guide "Leader in Me" implementation in the school and the team has completed Core 1 training, investigated the resource hub for "Leader in Me" with staff and have developed a strategic implementation plan for the next phases of implementation. While meeting, access and other restrictions put in place due to COVID19 have slowed our progress, our staff commitment to the program has ensured that in 2022 we will be ready to begin implementation with our students in classrooms and across the wider school community.

The connection and engagement initiative has focused on improving our school communities engagement with school. The parents, students and staff were consulted and plans developed to improve learning spaces. As a result the library underwent a major restructure, with a new layout, paintjob and shelving purchased in 2021. Unneeded cabling and outdated technology was also removed. Next steps include adding flexible furnishings and STEM focused learning hubs to the library space, and building an outdoor learning centre with cooking, gardening and multifunctional facilities connected to the library building. Outdoor games have been set up to provide a wider scope of activities in the playground, and 2022 will see new playground painted designs added across the school. The students will also have the opportunity to participate in enrichment activities focused on learning through engagement in cross stage groups.

Student attendance procedures have been clearly outlined. Proactive steps have been put in place to encourage school attendance including reward systems, engaging activities and individual attendance plans. Clear procedures for students whose attendance is causing concern have also been reviewed and upgraded. However COVID 19 has been a barrier to improved attendance with reduced resilience after an extended time at home and strict non attendance enforced for children exhibiting flu like symptoms.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending more than 90% of the time from baseline data by 3%	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased from baseline data by 9%.
Move towards Sustaining and growing in the theme A Planned approach to well being. Move towards Sustaining and growing	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of a planned approach to Well-being in the element of Effective Classroom Practice.• Self-assessment against the School Excellence Framework shows the

Theme-Attendance	school currently performing at delivering in the theme of Attendance in the element of Learning Culture.
The tell them from me wellbeing survey data will continue to show improvement in all three areas; Expectations for Success 95.83, Advocacy 91% and Sense of Belonging 83.3% baseline data.	<ul style="list-style-type: none"> • 92% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School), working towards the 2021 progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$47,624.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lawrence Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of student support • 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: The equity for all students to be supported to access the curriculum and ensure appropriate well being support and adjustments are in place.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to further expand the impact of the learning support team, the school will provide additional support for identified students through analysing student data/need and working closely with support services, families and staff; in addition the continued employment of trained SLSOs complementing classroom teacher support.</p>
<p>Socio-economic background</p> <p>\$72,212.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lawrence 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"> • Effective classroom Practice • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement small group intervention programs to support identified students with additional needs • stage based learning structures and strategies through the school <p>The allocation of this funding has resulted in: Personalised learning and a focus on student data to inform teaching has supported all students to better engage in the curriculum. Staff maintain a professional learning focus on building capacity in explicitly teaching literacy and numeracy, providing effective feedback and building collective efficacy across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, with the introduction of the Assistant Principal Curriculum and instruction, school executive will lead staff to strategically embed explicit teaching strategies in planning. Tailored lesson observations and feedback practices will support building staff capacity.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$13,261.13</p>	<p>needs of Aboriginal students at Lawrence 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"> • Effective classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • In class support for Aboriginal students to implement their PLP and to provide differentiated support for targeted learning needs • Implementation of the Multilit program for Aboriginal students to target specific literacy needs <p>The allocation of this funding has resulted in: The equity for Aboriginal students to be supported to access the curriculum and ensure appropriate well being support and adjustments are in place.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued also intervention to support implementation of PLP's. Introduction of cultural based programs and Yaegl language lessons</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lawrence 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"> • Effective classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: classroom structures that support the individual learning needs of EAL/D students to implement their PLP and to provide differentiated support for targeted learning needs</p> <p>After evaluation, the next steps to support our students with this funding will be: Providing professional learning for staff to improve development and implementation of programs to support EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$31,853.81</p>	<p>Low level adjustment for disability equity loading provides support for students at Lawrence 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"> • Effective classroom Practice <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. • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in

<p>Low level adjustment for disability</p> <p>\$31,853.81</p>	<p>improvement for students with additional learning needs.</p> <p>The allocation of this funding has resulted in: Focused small group literacy learning and intensive reading/phonics program for targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional Learning in and implementation of Minilit program with Stage 1 teacher and SLSO Continued OT and Speech programs</p>
<p>Location</p> <p>\$13,880.25</p>	<p>The location funding allocation is provided to Lawrence 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"> • Effective classroom Practice • Success through Leadership • Other funded activities <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 • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: All students accessing incursions and excursions. Provision of buses for intensive swimming programs to enable equality of access across the school Additional release for Teaching Principal to allow for opportunities to engage in instructional leadership, including: observing lessons focussing on improving professional practice in relation to explicit teaching, .</p> <p>After evaluation, the next steps to support our students with this funding will be: All students accessing incursions and excursions</p>
<p>Professional learning</p> <p>\$7,754.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lawrence 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"> • Effective classroom Practice • Success through Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to enable implementation of classroom explicit teaching observations • Professional Development of staff evidenced based teaching practices <p>The allocation of this funding has resulted in: Increased understanding of teachers about quality teaching practices for explicit teaching of outcomes. Introduction of targeted classroom observation</p> <p>After evaluation, the next steps to support our students with this funding will be: To embed the use of explicit teaching practices and strategies in classroom practice</p>
<p>School support allocation (principal</p>	<p>School support allocation funding is provided to support the principal at</p>

<p>support)</p> <p>\$13,604.80</p>	<p>Lawrence Public School with administrative duties and reduce the administrative workload.</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 initiative funding include:</p> <ul style="list-style-type: none"> • SAS staffing and teaching staff engaged to support Principal workload <p>The allocation of this funding has resulted in: Delegation of some administrative tasks to support staff, and engagement of casual relief to allow for completion of administration tasks by Principal.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of casual relief and support staff to allow for completion of administrative tasks.</p>
<p>Literacy and numeracy</p> <p>\$7,472.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lawrence Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional Leader employed through the EAfS initiative to works with staff to complete summative assessments, work with PLAN2 and develop teaching programs to support quality teaching and learning in all classes <p>The allocation of this funding has resulted in: Improved understanding of the learning progressions and use by all teaching staff. Increased and improved staff use and analysis of data specifically relating to literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: 2022 the incoming APC&I role will be modelled on the 2021 IL role. This leadership position will support strengthening teaching practice through further strategic data analysis and evidence informed practice.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.20</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Lawrence Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Effective classroom Practice • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: Teacher capacity has been strengthened in literacy and numeracy after working side by side with the Instructional Leaders</p>

<p>Early Action for Success (EAfS)</p> <p>\$68,605.20</p>	<p>After evaluation, the next steps to support our students with this funding will be: To utilise Principal and APC&I as Instructional leaders to continue to strengthen teacher capacity in Literacy and Numeracy working shoulder to shoulder with staff.</p>
<p>QTSS release</p> <p>\$10,426.97</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lawrence Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Additional time for Principal and Instructional Leader Literacy and Numeracy to work with classroom teachers to improve explicit quality teaching practices. An increase in Professional learning in quality teaching practices across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning in researched and evidenced teaching strategies to support student growth.</p>
<p>Per capita</p> <p>\$13,311.89</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lawrence Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of student classroom resources • Access to online learning platforms and resources <p>The allocation of this funding has resulted in: Students fully engaging in their school life and learning opportunities. .</p> <p>After evaluation, the next steps to support our students with this funding will be: Purchase of online programs, classroom resources and support use of incursions and excursion to engage students in learning opportunities.</p>
<p>COVID ILSP</p> <p>\$45,233.24</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"> • releasing staff to analyse school and student data to [identify students for

<p>COVID ILSP</p> <p>\$45,233.24</p>	<p>small group tuition groups/monitor progress of student groups]</p> <ul style="list-style-type: none"> • employment of a teacher to deliver small group tuition. • Collaboration with teaching staff target areas of need in reading and numeracy. • Collect, collate, student learning data in reading comprehension , quantifying number and additive strategies and analyse to inform future teaching programs. <p>The allocation of this funding has resulted in: Analysis of internal and external data has enabled targeted literacy instruction. Small group instruction has supported students to develop further literacy skills in a differentiated approach.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employ 0.3 FTE teacher to work with targeted students which will lead to an increase of student achievement and understanding in numeracy, and consolidate the effective teaching of comprehension in reading</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	36	29	26	34
Girls	32	30	28	28

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90	93.4	86.5	88.9
1	89.3	90.8	93.5	87.1
2	93.1	91.3	93	94.3
3	94.2	91.7	90.1	91.2
4	92.8	81.9	87.7	87.9
5	90.1	85.9	82.6	89.6
6	92.8	89.1	86.4	83.7
All Years	91.6	89.7	88.8	88.9
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

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.49
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*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	158,175
Revenue	1,026,089
Appropriation	1,014,475
Sale of Goods and Services	4,512
Grants and contributions	6,992
Investment income	111
Expenses	-1,047,346
Employee related	-975,014
Operating expenses	-72,333
Surplus / deficit for the year	-21,257
Closing Balance	136,918

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	23,812
Equity Total	119,651
Equity - Aboriginal	13,261
Equity - Socio-economic	72,145
Equity - Language	2,400
Equity - Disability	31,845
Base Total	697,676
Base - Per Capita	13,312
Base - Location	13,880
Base - Other	670,483
Other Total	102,242
Grand Total	943,381

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

Our school sought the opinions of parents, students and staff about the school. Students and parents completed the Tell the, from Me Survey, as well as completing surveys at school on learning from home, technology and Aboriginal education. Staff surveys were completed at school while groups of parents were contacted directly to complete the survey via telephone or asked to complete it when they visited the school office.

Students

- 100% of students value schooling outcomes and feel school is useful in their everyday life.
- 91% of students indicated they do not get in to trouble and demonstrate positive behaviour at school.
- Students surveyed feel a high sense of advocacy at school and believe there is someone at school who consistently provides encouragement and they can turn to for advice.
- Students believe staff emphasise academic skills and hold high expectations for all students to succeed
- 71% of students survey feel a sense of belonging to the school and feel accepted by their peers.. Most children stated that teachers know, value and care for every student at our school.
- 89% of students have a sense of school pride
- 100% of Aboriginal students feel good about their culture.
- almost all students agreed that there are interesting things to do in class and at school.
- A high level of students feel teachers set goals for their learning, establish expectations, check for understanding and provide feedback.

Parents and Community / Staff

- 100% of parents surveyed would recommend the school to others.
- 91% of parents indicated they feel the school helps students with support needs or disabilities.
- 100% of parents feel the school's physical resources are well maintained.
- Parents strongly believe that behaviour issues are dealt with in a timely and fair manner.
- Parents indicated that teachers support positive learning behaviours and take an active role in ensuring students are included.
- Parents feel teachers expect children to work hard and have high expectations for children to succeed.
- 100% of parents indicated their child feels safe at school.
- 100% parents were happy with resources provided by the school for learning from home.
- 100% were happy with the support provided by the school during learning from home.
- 91% of parents indicated the school provided appropriate contact during learning from home.

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.