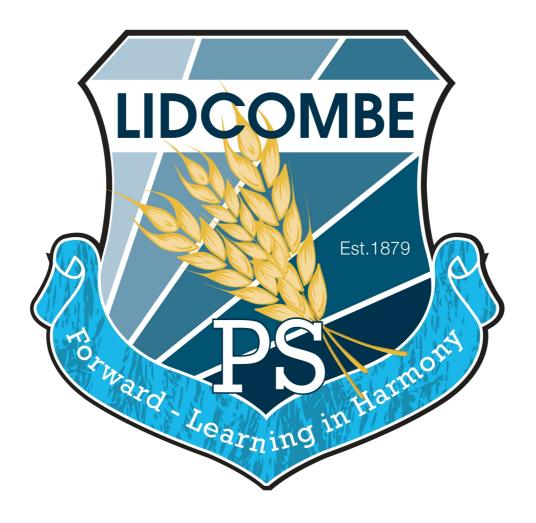# 2021 Annual Report

## Lidcombe Public School

2394

# Introduction

The Annual Report for 2021 is provided to the community of Lidcombe 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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## School vision

Lidcombe Public School is an innovative, caring and inclusive learning community with a holistic educational focus. Our students will be confident, resilient, compassionate, collaborative and socially responsible global citizens.

## School context

Lidcombe Public School is located in Western Sydney and has a student enrolment of 868. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. The school comprises of 37 mainstream classes and 3 special education classes. Specialist programs include Reading Recovery, Learning and Support, English as an Additional Language/Dialect, and Community Languages in Arabic, Chinese, Korean and Turkish. The school community is highly multilingual (94% LBOTE) with at least 42 different languages being represented. The most predominant languages spoken at home (March 2019) are: Chinese (26%), English (18%), Korean (14%); Turkish (10%) and Arabic (10%).

Within our school population, 94% of our students have a language background other than English, and 97% of the 94% of students require some level of EAL/D (English as an Additional Language or Dialect) support. 2 students identifying as Aboriginal. Our students come from a wide range of socio-economic backgrounds. Extra-curricular opportunities in Sport, STEM and Creative and Performing Arts and Public Speaking enable our students to excel through a range of different experiences.

The school prides itself on forging strong links with the local community and has a growing, highly committed P & C Association whose members are actively involved in consultative decision making, included on panels for filling staff vacancies through the merit selection process, school self-evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions.

The school completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this will  build upon the work undertaken in the previous school planning cycle and the SEF committees for the past three years.

1. Student growth and attainment

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence - informed strategies and embedded evaluation practice. We have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Deputy Principals will be developed as Instructional leaders in English and Mathematics.

2. Evidence Informed Practice.

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

3. Positive partnerships in learning

Our school community have always been very supportive of LPS. Community satisfaction was an area we explored differently through extraordinary remote learning conditions forced by COVID-19. To maintain and build on these relationships, we are going to have a four year focus strengthening community satisfactions by engaging parents in student learning and school life.  When conducting the analysis of the school wellbeing areas, it was evident that all three areas of Advocacy, Sense of Belonging and High Expectation show a decline over the last three years, but still sits above the state averages. While PBL is well embedded into our school culture, a renewal of PBL lessons and school

matrix. Therefore, we will have a whole school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities drawn from evidence based can be grouped broadly into 'promoting social and emotional learning' and 'creating a safe environment'.

# Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence

## Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|---|---|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Excelling |
| LEARNING: Assessment | Excelling |
| LEARNING: Reporting | Excelling |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Excelling |
| TEACHING: Data skills and use | Excelling |
| TEACHING: Professional standards | Excelling |
| TEACHING: Learning and development | Excelling |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Excelling |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Excelling |

## Strategic Direction 1: Student growth and attainment

**Purpose**

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence - informed strategies and embedded evaluation practice.

**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 - Literacy
- Effective Classroom Practice - Numeracy

**Resources allocated to this strategic direction**

**Professional learning:** $3,300.00

**Summary of progress**

**Effective Classroom Practice - Literacy**

Due to the COVID set back this year, our aim of having this as a learning year and up skilling staff on current, evidence based practices for literacy, focusing on reading, comprehension and writing has been interrupted and will need to continue for 2022. Moving forward, the Senior Exec team will need to look at how PL can continue in the space of learning from home if the same situation occurs again.

The following areas will be the focus for 2022 PL of staff: K-2 phonemic / phonological awareness and writing and 3-6 reciprocal reading and writing. As a whole school due to the movement of staff and current knowledge base a year of learning and refining data collection skills using PLAN2 / ALAN software and the literacy progressions will also be addressed.

For 2022 LPS has been identified as an Accelerated Adopter school to implement the new syllabus for Year 1 in 2022. As an Accelerated Adopter, we will play an important role in co-designing and testing support resources, implement the new syllabus to Yr 1 cohort, co-design models of support invaluable to real time feedback and advice on implementation materials and supports, share experiences and expertise, shaping the path for reform for teachers and students right across the state and influence how we evaluate curriculum reform implementation. By being identified as an Accelerated Adopter school our input will inform evidence-based guidance on practice to improve student outcomes, ensuring that supports are fit for purpose and effectivefor the wider implementation of these syllabuses.

**Effective Classroom Practice - Numeracy**

Due to the COVID set back this year, whole school staff PL based on the PMSI training has been interrupted and will need rescheduling. In completion of the first year of training, DP IL's will be using the The 4Cs (Transforming education communication, collaboration, consulting and coaching) as a framework to assist with the Math Specialist role. By slowing down to going deeper and having those rich conversation around the difference between clarifying, consulting, collaborating and coaching. The 4Cs provide a great stimulus for thinking about your work at school, and being mindful about what kind of leadership you are immersed in.

As a school PL will continue to focus on changing the approach to teaching mathematics and using current evidence base research to inform our practice.

For 2022 LPS has been identified as an Accelerated Adopter school to implement the new syllabus for Year 1 in 2022. As an Accelerated Adopter, we will play an important role in co-designing and testing support resources, implement the new syllabus to Yr 1 cohort, co-design models of support invaluable to real time feedback and advice on implementation materials and supports, share experiences and expertise, shaping the path for reform for teachers and students right across the state and influence how we evaluate curriculum reform implementation. By being identified as an Accelerated Adopter school our input will inform evidence-based guidance on practice to improve student outcomes, ensuring that supports are fit for purpose and effectivefor the wider implementation of these syllabuses.

**Progress towards achieving improvement measures**

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

| Annual progress measure | Progress towards achievement |
|---|---|
| Top 2 bands (or equivalent) NAPLAN Reading increase(uplift) of 1.9% from baseline. | Data indicates that 55.93% of year 3 students are in the top 2 bands for reading and 26.98% of Year 5 students are in the top 2 bands for reading. This indicates an increase of 11.11 % in Year 3 students from the baseline data and a decrease of 6.35% in year 5 students from the baseline data. |
| Top 2 bands (or equivalent) NAPLAN Numeracy increase (uplift) of 1.5% from baseline. | Data indicates that 55.93% of Yr 3 students are in the top 2 bands for Numeracy and 41.8% of Yr 5 students are in the top 2 bands for Numeracy. This indicates an increase of 24%Yr 3 from the baseline data and an increase of 7.46% for Yr 5 students from the baseline data. |
| Expected Growth in Reading:<br><br>Uplift of 1.5% in student growth from the baseline data. | Data indicates that 58.5% of students achieved at or above expected growth in reading. This is a decrease of 6% in student growth from the baseline data. |
| Expected growth in Numeracy:<br><br>Uplift of 1.5% in student growth from the baseline data. | Data indicates that 69.8% of students achieved at or above expected growth in Numeracy. This is a decrease of 2.2% in student growth from the baseline data. |
| Improvement as measured by the School Excellence Framework:<br><br>**Learning:**<br><br>**Element: Student Performance Measures (E)**<br><br>Theme Focus: NAPLAN (S&G)<br><br>Theme Focus: Internal and External measures against syllabus standards (S&G)<br><br>**Teaching**<br><br>**Element: Learning and Development (E)**<br><br>Theme Focus: Professional Learning (E) | After our External Validation this year in Term 2:<br><br>Student Performance measures remained at sustaining and growing.<br><br>Learning and Development |

## Strategic Direction 2: Evidence Informed Practice

**Purpose**

Explicit systems are embedded for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school wide improvement in teaching practice and student outcomes.

**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.

- Using data to inform teaching practice
- Professional Learning

**Resources allocated to this strategic direction**

**Summary of progress**

**Using data to inform practice**

Due to COVID interruptions this year, the implementation of a whole school system for data tracking progressed slower than planned. Due to early intervention programs in K-2 and PL focus on data anaysising there is a gap in knowledge for 3-6 and support staff. This has presented an issue with the accuracy of the data. DP IL's ran PL sessions to up skill teachers. These were received well and staff reported that they felt more confident in using PLAN2 / ALLAN software.

Staff skills in analysising the data is also another area of improvement needed. Exec have completed Data Efficiency PL courses and have been implementing documents such as What works best into their stage meeting and having discussions  this year and will be implementing these skills in 2022. As a whole school approach, identifying the skill set of each teacher to accurately identify the PL needed to improve data practice is currently being discussed and will be moved into 2022 - 2025 School Improvement Plan.

As a senior executive, the workload and implications of data accuracy was raised and the decision was made that the K-2 will focus on phonemic and phonological knowledge and 3-6 would focus on understanding texts and comprehension data collection. This allowed staff to have conversations around their data and drill down into the analysis as well. By meeting with stage teams every 5 weeks and meeting with senior executive twice a term, collaboratively staff are able to see the importance of data tracking and how it is being used to inform practice, intervention and support programs.

As executive staff have changed since last SCOUT training in 2015, all exec staff completed SCOUT training modules. Professional discussions round the use of SCOUT and how to effectively implement into programs were conducted during Exec meetings. Stage AP's then demonstrated the uses in SCOUT to teachers and reported back that 87% of staff would like to also complete the SCOUT training as a either a refresher or as a first time user.

The successes this year have been staff deeper knowledge of curriculum areas, deeper understanding of learning progressions, PLAN 2 / ALLAN software and the positive impact on student learning. The challenges have been a very interrupted year, with only one whole semester of data tracking completed properly.

**Professional Learning**

*Literacy:*

Deputy Principal engaged in professional learning based on literacy and data analysis. K-2 focus PL was on Phonemic Awareness and phonological knowledge and 3-6 focus on Understanding texts: The components of reading - Blended learning. Whole school PL was present based on PLAN2: How to - a technical guide for using PLAN2, PLAN2: How to - a technical guide for using PLAN2. This professional learning targeted improvement to student learning in reading and teachers collection and analysis of data. Senior Executive met with Assistant Principals regularly to analyse literacy data and to identify areas for professional learning to build teacher capacity to deliver greatest impact on student learning outcomes. Deputy principal delivered workshops in analysis of NAPLAN and school data, how to record and analyse data using PLAN2, presented workshops to all teachers. For K-2 all teachers and support staff completed Effective Reading MyPL training and DP ran targeted sessions with ECP Network to support and deepen teacher knowledge. For years 3-6 in evidence based strategies to improve student learning outcomes in reading. Reciprocal teaching was

identified as the area of focus for the initial professional learning. Strategies were modeled to teachers in their classrooms, conducted observations of teacher practice, provided feedback and modeled how to record and analyse data in PLAN2. Student reading data was collected and analysed regularly during stage meetings.

Senior Executive attended stage meetings to support teachers in the regular analysis of reading data and continued to model and provide feedback on reciprocal teaching practice. Executive met with the assistant principals at five weekly intervals to analyse data and to discuss strategic targeted programming. All teachers 3-6 implemented the reciprocal teaching strategies, however, teachers identified timetabling as a major factor impacting the frequency of implementation of reciprocal teaching. As a result professional learning on effective timetabling to impact maximum time for students to engage in learning was added. Teaching programs were consistently reviewed and adjusted according to gaps identified in the data.

Following the professional learning, teachers recorded increased confidence to program and deliver effective consistent evidence based reciprocal teaching practice.

*Numeracy:*

PMSI course was undertaken by DP's focusing on Working Mathematically strands across K-6, The 6 principles of effective Mathematics teaching, looking into relevant and current research models for Mathematics and exposing staff to best practice for Mathematics teaching. Deputy Principal's engaged in Professional Learning titled ' Primary Mathematics Specialist Initiative' to enhance knowledge of curriculum content and delivery. This evidence based 2 year course outlines best practice, effective lesson structures and the need for struggle when working mathematically. Deputy Principal then conducted workshops after school for all staff on relaying all concepts and lessons from PL. Workshops created a high engagement atmosphere, exciting teachers to take risks with their teaching and promoting new models of practice.

Regular meetings with APs every term to analyse NAPLAN and internal assessment data to look for weaknesses in teaching and learning programs as well as deficiencies in student learning and cohort learning. Mathematics programs were adjusted to focus on key aspects including problem solving and as a result empowering students with a toolkit to solve problems. Deputy Principal created internal mathematics assessments for Years 3 - 6 that were directly linked to the NSW Syllabus and correlated with the current teaching and learning program. K-2 math assessments were also adjusted focusing on problem solving and building the mathematically language of our younger students. Once assessments were completed and marked, data was recorded in an effective tracking document which easily outlined strengths and weaknesses of students and cohorts. These tracking documents allowed for discussions about current practices as well as identifying students that could be targeted for support. K-2 teachers also completed department set assessments for tracking progression in Number and problem solving.

**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 |
|---|---|
| Maintain base line % from 2019 TTFM for Data Informed practice - staff data survey. | TTFM Survey results will not be available until end of term 4. |
| Maintain base line % from 2019 TTFM for Data Learning Culture - staff data survey. | TTFM Survey results will not be available until end of term 4. |
| Improvement as measured by the School Excellence Framework:<br><br>Improvement as measured by the School Excellence Framework:<br><br>**Learning**<br><br>**Element: Learning and Development (E)**<br><br>Theme Focus: Expertise and Innovation (S&G) | After our External Validation this year in Term 2:<br><br>Learning and Development remained at excelling.<br><br>Data Skills and use remained at excelling. |

| **Teaching** |
| :--- |
| **Element: Data Skills and Use (E)** |
| Theme Focus: Data Analysis (E) |

## Purpose

To maintain and strengthen our strong links with the local community and create a culture of excellence, we will continue to build community satisfaction by engaging parents in student learning and school life.

## 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.

- Sustaining culture of high expectations and continuous improvement.
- Building collective capacity of the whole school community

## Resources allocated to this strategic direction

## Summary of progress

**Sustaining culture of high expectations and continuous improvement**

This year we had a few projects planned for completion. These included identifying LEAD / HAT teachers, Utilising the beginning teacher funding more effectively, 3 way interviews for students and parents, student voice stage 2 and 3 project and also attendance and well being focus. Due to COVID interruptions this year, the LEAD / HAT will be pushed into 2022.  Executive staff will undergo PL for HAT training / identification during 2021/2022. Beginning teacher funding was used to provide those teachers with extra RFF time and mentoring time with either their AP or with another identified experienced teacher. An additional teacher was employed 4 days a week to meet the needs of that time.  Beginning teachers indicated that this time was appreciated and allowed them to get organised, observe other teachers and take on feedback from lesson observations for future planning. The project of 3 way interviews did not start this year due to the PL rescheduling and the impact of COVID on staffing and face to face learning. This will be implemented in 2022-2025 school plan. Student Vocie stage 2 and 3 project was scheduled for Term 3 and 4 2021. Due to COVID implications this project has not taken place and will be addressed in 2022.

**Building collective capacity of the whole school community**

Attendance and wellbeing has been a focus for all staff this year**.** Attendance is discussed at every exec and stage meeting. DP SS identifies students at risk and students who are on the 90% or below list. 2020 this list was focusing on 85% and below, in 2021 to help meet our target it loos at 90% or below. AP's are provided with a list of students to follow up and high flyers and students of concern are followed up by the DP. Attendance records are thoroughly looked over and assessed weekly. **Term 1 attendance rate :** 96.2% attendance rate and 88.6% students attending 90% or more of the time., **Term 2 attendance rate:** 94.5% attendance rate and 80.7% students attending 90% or more of the time., **Term 3 attendance rate:** 83.9% attendance rate and 62.0% students attending 90% or more of the time.  * learning from home all of Term 3 and **Term 4 attendance rate:      Although** COVID cases within our school are still high., our our attendance is still above state and network averages. In 2022 will be focus on the 100% attendance for classes, by displaying class attendance weekly rates and encouraging students to be at school on time.

Smiling minds project this year was successfully implemented before COVID Term 3. 6 teachers and their classes underwent PL and became champion classes. These strategies continued for the year and during the learning from home period were valued by parents, teachers and students. The aim for 2022 is to have the champion teachers then take a leadership role on their stages and show how to implement the program into timetables and programs.

## 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 |
|---|---|
| Attendance rate uplift of 1.0% from baseline system negotiated targets. | Attendance rates this year is still to be determined but looking at the baseline target of 85.95% our current attendance rate sits at 86.1% which indicates an increase of 0.15%. |
| Wellbeing rate uplift of 1.5% from baseline 2019 TTFM student survey. | Currently completing the TTFM survey |
| Leadership team to identify potential candidates for LEAD and HAT accreditation. Leadership team member to upskill in LEAD and HAT process. | Will need to be assessed in 2022. |
| Improvement as by the School Excellence Framework:<br><br>**Teaching**<br><br>Element: Professional Standards (E)<br><br>Theme Focus: Accreditation (S&G)<br><br>**Learning**<br><br>Element: Learning Culture (E)<br><br>Theme Focus: Attendance (S&G)<br><br>Element Wellbeing(E)<br><br>Theme focus: A planned approach to wellbeing (E) | After EV in Term 2 school was assessed at excelling for Professional Standards and Learning Culture. |

| Funding sources | Impact achieved this year |
|---|---|
| Refugee Student Support<br><br>$4,916.74 | 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.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this targeted funding include:**<br> • employment of additional staff for targeted student support<br> • additional staffing for targeted interventions to support student learning<br> • engage with external providers and specialist to provide intensive language support to identified EAL/D students<br> • additional staffing to map individual students against the EAL/D progressions<br><br>**The allocation of this funding has resulted in:**<br>Due to COVID and the impact it had on our students was significant and so the  employment of additional staff for targeted student support and additional staffing for targeted interventions to support student learning and well being was needed.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>Further well being and targeted intervention support will be needed for these students in 2022. |
| Integration funding support<br><br>$151,529.00 | Integration funding support (IFS) allocations support eligible students at Lidcombe Public School in mainstream classes who require moderate to high levels of adjustment.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this targeted funding include:**<br> • additional staffing to assist students with additional learning needs<br> • staffing release for targeted professional learning around [course]<br> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)<br> • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]<br> • consultation with external providers for the implementation of [strategy]<br> • employment of staff to provide additional support for students who have high-level learning needs<br> • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)<br> • intensive learning and behaviour support for funded students<br><br>**The allocation of this funding has resulted in:**<br>Additional staffing to assist students with additional learning needs, this included additional SLSO allocation to mainstream and SEU students. Specialists staff participated in online training targeting within the areas of behaviour management, additional learning needs and sign language.<br>Once a semester staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs).<br>Through team teaching and observational lessons, staff were released to build teacher capacity around [behaviour intervention/ curriculum adjustments]<br>Release for classroom teachers to liaise with carers and stakeholders to |

| | |
|---|---|
| Integration funding support<br><br>$151,529.00 | develop and conduct regular reviews of students' personalised learning and support plans (PLSP)<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>Sharing of the knowledge acquired form the online courses and through observational / team teaching experiences will continue during Team Meetings. Moving forward additional support or release for teachers to have more time to get PLSP completed and reviewed frequently.<br>Access the departments resources and behaviour teams to improve practice / teacher capacity. |
| Socio-economic background<br><br>$266,615.95 | Socio-economic background equity loading is used to meet the additional learning needs of students at Lidcombe Public School who may be experiencing educational disadvantage as a result of their socio-economic background.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • additional staffing to implement [program/initiative] to support identified students with additional needs<br> • equitable access to specialist resources<br> • engage with external providers to support student engagement and retention<br> • employment of additional staff to support [name] program implementation.<br><br>**The allocation of this funding has resulted in:**<br>Additional staffing to implement MiniLit, MacLit and L&ST  to support identified students with additional needs. By employing more SLSO's and teaching staff we have manged to have a more equitable access to specialist resources across the whole school. Engage with external providers to support student engagement and retention in terms of speech therapy and reading strategies. Employed DP full time in the role of Supporting Students (well being model)<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>Look at increasing the amount of speech therapy students are receiving at school and other programs including well being support and OT support. Continue to fund specialist teachers for each stage to assist the targeted students learning needs. Continue to employee DP Supporting Students in 2022. |
| Aboriginal background<br><br>$1,539.00 | Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lidcombe 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.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • creation of school literacy resources embedding local language<br> • community consultation and engagement to support the development of cultural competency<br><br>**The allocation of this funding has resulted in:**<br>Creation of school literacy resources embedding local language and author |

| Aboriginal background $1,539.00 | visit by Jasmine Semour. community consultation and engagement to support the development of cultural competency **After evaluation, the next steps to support our students with this funding will be:** Looking at 2022, we will be forcing on incorporating our Welcome to country at all assemblies and will hold a ceremony in the library to acknowledge it, once approved by the council. |
|---|---|
| English language proficiency $700,000.00 | English language proficiency equity loading provides support for students at all four phases of English language learning at Lidcombe Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives **The allocation of this funding has resulted in:** With the additional teachers and SLSO's employed to further assist our EALD and NAP students, allowed these students to progress on the EALD progressions from Beginning to Emerging. **After evaluation, the next steps to support our students with this funding will be:** This will have an effect on our 2022 funding as we have now moved from 94% EALD to 92%. Teachers knowledge has also increased, as expert EALD teachers have up skilled them in how to use the progressions more effectively in the programs. |
| Low level adjustment for disability $273,224.55 | Low level adjustment for disability equity loading provides support for students at Lidcombe Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention Reading Recovery to increase learning outcomes **The allocation of this funding has resulted in:** Low level adjustment for disability staffing used to employ 2 teachers (0.6) 3 days a week to supplement their time used on Reading Recovery (0.4 each) to service the K-2 section of our school. **After evaluation, the next steps to support our students with this funding will be:** This program has since concluded as the evidence did not show the growth we were expecting. These teachers roles will be redistributed in 2022, as their years of knowledge within reading will still be valuable to our students. |
| Professional learning | Professional learning funding is provided to enable all staff to engage in a |

| $69,143.00 | cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lidcombe Public School.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**
• Effective Classroom Practice - Literacy
• Effective Classroom Practice - Numeracy
• Other funded activities

**Overview of activities partially or fully funded with this initiative funding include:**
• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing

**The allocation of this funding has resulted in:**
Increased teacher knowledge by engaging a specialist teacher to unpack evidence-based approaches to teaching Number, additive strategies and working mathematically.

**After evaluation, the next steps to support our students with this funding will be:**
Continued focus on PL for all staff and time for teachers to deeply reflect on their data. |
|---|---|
| School support allocation (principal support)

$43,370.89 | School support allocation funding is provided to support the principal at Lidcombe Public School with administrative duties and reduce the administrative workload.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**
• Other funded activities

**Overview of activities partially or fully funded with this initiative funding include:**
• Prinicipal support officer was alllocated 3 days a week (0.6 FTE). This position was given to a experienced SAO. Part of that role included whole school WHS.

**The allocation of this funding has resulted in:**
More concise school enrollment and WHS procedures.

**After evaluation, the next steps to support our students with this funding will be:**
To look at employing more SAO staff in the office, take the pressure of current staff. |
| Literacy and numeracy

$24,245.48 | The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lidcombe Public School from Kindergarten to Year 6.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**
• Other funded activities

**Overview of activities partially or fully funded with this initiative funding include:**
• Purchased PM readers online program subscriptions to support literacy and numeracy
• Staff training and support in literacy and numeracy
• Targeted professional learning to improve literacy and numeracy
• Purchasing of literacy resources such as quality picture books for guided and shared instruction
• Teacher release to engage staff in PMSI program (Targetted Math |

| | |
|---|---|
| Literacy and numeracy<br><br>$24,245.48 | program)<br><br>**The allocation of this funding has resulted in:**<br>Quality literature and resources for teachers to use. Increased use of online PL during the COVID Lock down period by teachers. Tailored PL for teachers that has shown impact and growth in students.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>Looking at how we can use this funding to further meet the needs of students after the COVID home learning period. |
| QTSS release<br><br>$158,871.21 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lidcombe Public School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • additional staffing to support staff collaboration in the implementation of high-quality curriculum<br> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff<br><br>**The allocation of this funding has resulted in:**<br>Additional DP to support curriculum implementation. Allocation of 2.5hrs of RFF for all teaching staff, to allow for 5 weekly data analysis PL / input.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>Data evidence was disrupted during COVID lock down period. Investigating was to further embed this practise and use the data / evidence effectively across the whole school. |
| Literacy and numeracy intervention<br><br>$94,179.00 | The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lidcombe Public School who may be at risk of not meeting minimum standards.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy<br> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy<br><br>**The allocation of this funding has resulted in:**<br>Reading Recovery teachers to meet the needs of Stage 1 students in literacy. Additional learning and support teachers in Kindergarten to support student needs.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>The data from the Reading recovery program did not met expectation and the use of 2 teachers in this role will be evaluated for 2022. This resources can be used better in a different more effective intervention program. |
| COVID ILSP | The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by |

| $321,057.00 | the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. |
|---|---|
| | **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** <br> • Other funded activities <br><br> **Overview of activities partially or fully funded with this targeted funding include:** <br> • employment of teachers/educators to deliver small group tuition <br> • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <br> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <br> • development of resources and planning of small group tuition <br> • leading/providing professional learning for COVID educators <br> • releasing staff to participate in professional learning <br><br> **The allocation of this funding has resulted in:** <br> Small group lessons following the MiniLit and MaqLit programs for targeted literacy intervention. Differentiated learning and teaching programs and practices are aligned for growth and attainment in reading and numeracy according to agreed protocols and interventions for targeted students <br><br> **After evaluation, the next steps to support our students with this funding will be:** <br> Looking at a model to further capture a larger number of students. Catering for other needs such as OT and Speech using funding in 2022. |
| Per capita <br><br> $208,291.86 | These funds have been used to support improved outcomes and the achievements of staff and students at Lidcombe Public School <br><br> **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** <br> • Other funded activities <br><br> **Overview of activities partially or fully funded with this operational funding include:** <br> • Laptops purchased across the school. <br> • Replaced 3 interactive Whiteboards <br> • Designed and created Yarning Circle for students <br> • Designed garden and sensory play area for students use. <br><br> **The allocation of this funding has resulted in:** <br> All Stage 2 and 3 with 1:4 Laptops support for students. <br> Replacement of Interactive whiteboards with more modern technology in 3 classrooms. <br> Yarning Circle designed by students and created in conjunction with Saltwater Designs. <br> Sensory playground boards and garden areas for passive play spaces. <br><br> **After evaluation, the next steps to support our students with this funding will be:** <br> Students will continue to use the areas for passive play and extend on the garden design around the school. <br> Upgrading of the play equipment area will be scheduled for 2022 to include more passive play spaces. <br> Laptops and keyboards will be purchased in 2022 for ES1 and Stage 1 to ensure the skills of typing and using different technologies is increased. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2018** | **2019** | **2020** | **2021** |
| Boys | 415 | 428 | 425 | 457 |
| Girls | 392 | 385 | 395 | 416 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2018** | **2019** | **2020** | **2021** |
| K | 94.4 | 95.2 | 93.1 | 93.7 |
| 1 | 95.4 | 95.8 | 91.8 | 96 |
| 2 | 95.2 | 96.4 | 93 | 95.7 |
| 3 | 95.2 | 97.1 | 92.1 | 96.1 |
| 4 | 95.9 | 96.2 | 94.2 | 96.7 |
| 5 | 95.3 | 96.5 | 95.8 | 96 |
| 6 | 94.3 | 95.6 | 95.5 | 94.6 |
| All Years | 95.1 | 96.1 | 93.5 | 95.5 |
| **State DoE** | | | | |
| **Year** | **2018** | **2019** | **2020** | **2021** |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

| Position | FTE* |
|---|---:|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 5 |
| Classroom Teacher(s) | 34.58 |
| Literacy and Numeracy Intervention | 0.84 |
| Learning and Support Teacher(s) | 1.6 |
| Teacher Librarian | 1.4 |
| Teacher ESL | 6 |
| School Counsellor | 1 |
| School Administration and Support Staff | 8.17 |
| Other Positions | 4.6 |

*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** | 1,019,760 |
| **Revenue** | 9,719,659 |
| Appropriation | 9,495,614 |
| Sale of Goods and Services | 16,613 |
| Grants and contributions | 202,748 |
| Investment income | 1,596 |
| Other revenue | 3,089 |
| **Expenses** | -9,848,659 |
| Employee related | -9,067,448 |
| Operating expenses | -781,211 |
| **Surplus / deficit for the year** | -129,000 |
| **Closing Balance** | 890,761 |

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** | 156,446 |
| **Equity Total** | 1,241,380 |
|     Equity - Aboriginal | 1,539 |
|     Equity - Socio-economic | 266,616 |
|     Equity - Language | 700,000 |
|     Equity - Disability | 273,225 |
| **Base Total** | 6,352,186 |
|     Base - Per Capita | 208,292 |
|     Base - Location | 0 |
|     Base - Other | 6,143,894 |
| **Other Total** | 1,137,223 |
| **Grand Total** | 8,887,235 |

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

# School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

# Parent/caregiver, student, teacher satisfaction

Parent / caregiver satisfaction:

Results from the 2021 TTFM Parent survey produced the trend report results. These results are compared to 2018 TTFM survey. Parents feel welcome decrease 0.4, Parents are informed decreased 0.3, Parents support learning at home decrease 0.2, School supports learning increased 0.2, School supports positive behaviour increase 0.1, Safety at school increase 0.1, and parents feeling inclusive at school decreased 0.1.

These survey results were taken during Term 4 once students had returned to school after Learning from Home.

Using an internal survey conducted during Term 3 2021 reflecting on the home learning period of time, 89% surveyed felt satisfied with the school efforts during home learning. Words used to describe our students feeling towards their home learning and the impact our communication had with the students included: connected, valued and also heard. This data demonstrated that although Term 2021 was one of the hardest years we have experienced, it was a year that bought our community together.

Student satisfaction:

Two snapshot periods were taken during 2021, April and November. Comparing the two data sets results showed that students sense of belonging decreased by 6%. This is an area that will focused on in the school SIP 2022-2025.

Teacher Satisfaction:

All areas looked at in the TTFM survey, showed a decrease of 0.1-0.3 in areas relating to school inclusive, leadership, parent involvement and positive learning culture. This survey was conducted in Term 4 2021.

These results were discussed and analysed by all staff, presented to the P&C and also discussed with students leadership team. Feedback from the discussions will be used to help direct questioning for future surveys and also help inform the 2022-2025 SIP.

# 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.