

2021 Annual Report

Lithgow Public School



2410

Introduction

The Annual Report for 2021 is provided to the community of Lithgow Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Lithgow Public School we prepare young people to be confident, resilient and engaged members of society. Teachers focus on ongoing improvement using reliable data sources, research and collaboration. This leads to quality teaching and targeted learning experiences resulting in academic growth, wellbeing and social success. We aim to work with our community to develop high expectations and a supportive environment that ensures our students reach their potential and are authentically known and valued.

School context

Lithgow Public School has a rich history and is highly regarded in the Lithgow Community. Lithgow is situated in a picturesque valley at the bottom of the Blue Mountains and is a 2 hour drive from Sydney. The school has a strong partnership with the community and a highly active and supportive Parents and Citizens Association. Lithgow Public School is an active member of the Lithgow Aboriginal Education Consultative Group. The community have high expectations of student wellbeing and success.

Lithgow Public School has an enrolment of 380 students inclusive of 12% Aboriginal students and 4% EALD students. The school is highly inclusive and has a large, well-established Support Unit encompassing five classes. The school also has the only State Selective Opportunity Class in the Lithgow area.

Strategic resourcing of projects and initiatives will achieve equitable outcomes and build future success for all students.

The school is currently a Phase 2 Early Action for Success school and incorporates Spirals of Inquiry to establish and maintain a performance and development culture to ensure improvements in student learning outcomes. The student is at the centre of strategic planning, staff are highly experienced and skilled in teaching practices and are committed to ongoing data evaluation and collaborative practices. The wellbeing of all students is considered as a fundamental element from which learning can occur.

Lithgow Public School works in partnership with parents, community, local primary and high schools to provide the very best opportunities and success for all students. The school is committed to the broader engagement of students, with successful gifted and talented, sporting, cultural, citizenship and comprehensive student wellbeing programs.

Through an extensive Situational Analysis conducted in 2020, that involved student, staff and community consultation, the school has identified the following three areas of focus for this Strategic Improvement Plan. These are informed by a comprehensive and detailed evidence base and are supported by research.

1. Student Growth and Attainment

2. Excellence in Teaching and Learning

3. Excellence in Educational Leadership

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to ensure ongoing improvement in student learning outcomes in reading and numeracy Lithgow Public School 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 evaluative 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.

- High Quality Assessment
- Data and Data Analysis for Learning

Resources allocated to this strategic direction

Literacy and numeracy: \$2,509.09

Summary of progress

During 2021, the school engaged in a range of activities to build teacher capacity to use high quality assessment practices in conjunction with increased capacity to analyse and use data to inform teaching and learning. The synthesis of these initiatives has led to meaningful progress towards achieving success as detailed in the Strategic Improvement Plan Success Criteria. Activities the school engaged in within this strategic direction were:

- Spirals of Inquiry Professional Learning with all teaching staff
- Evaluation of whole school assessment schedule
- Comprehensive data monitoring implemented and utilised
- Implementation and analysis of PAT reading and numeracy assessments
- Initial work on quality formative and summative assessment
- Comprehensive collection and analysis of wellbeing sources
- Implementation of data walls K-6
- Phonics assessment analysis
- Implementing a PM running record consistently
- SCOUT data analysis

The impact of these activities in the area of assessment has led to progress and improvement as evidenced by increased teacher capacity to understand, develop, and apply a full range of assessment strategies to encompass assessment for, as, and of learning. In addition, teaching staff are demonstrating increased confidence and capacity to implement and evaluate assessment practices across the school and use this evaluation to inform future teaching practice. Impact of these activities in the area of data and data analysis for learning has led to progress and improvement as evidenced by increased teacher capacity to collaboratively analyse and interpret data to inform planning, identify interventions, and modify teaching practice.

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
Reading - Top 2 bands Increase the percentage of students achieving in the top 2 bands of NAPLAN Reading to achieve the lower bound system negotiated target of 33.48%.	28.16% are now in the top two skill reading bands (NAPLAN) for reading and 20.79% for numeracy, indicating progress towards the agreed lower bound system negotiated target.
Numeracy- Top 2 bands Increase the percentage of students	In Reading for Aboriginal and Torres Strait Islander students, 20.0% of Year 3 (a decrease from 28.4% in 2019) and 11.1% of Year 5 (a decrease from 16.7% in 2019) scored in the top two bands.

<p>achieving in the top 2 bands of NAPLAN Numeracy to achieve the lower bound system negotiated target of 21.6%</p>	<p>In Numeracy for Aboriginal and Torres Strait Islander students, 0.0% of Year 3 (the same as in 2019) and 0.00% of Year 5 (the same as in 2019) scored in the top two bands.</p>
<p>Reading - Expected Growth</p> <p>Increase the percentage of students achieving expected growth in NAPLAN Reading to achieve the lower bound system negotiated target of 71.48%.</p> <p>Numeracy - Expected Growth</p> <p>Increase the percentage of students achieving expected growth in NAPLAN Numeracy to achieve the lower bound system negotiated target of 79.10%.</p>	<p>The percentage of students achieving the expected growth in reading is 58.14% indicating some progress towards the lower bound target.</p> <p>The percentage of students achieving the expected growth in numeracy is 57.14% indicating some progress towards the lower bound target.</p>

Strategic Direction 2: Excellence in Teaching and Learning

Purpose

In order to ensure ongoing improvement in student learning outcomes, highly capable teachers will pursue continual improvement in excellence in practice through collaboration, inquiry and ongoing reference to the Australian standards for teachers. This will result in our students being provided with engaging, personalised and rich learning experiences that lead to individualised achievement and success.

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.

- Excellence in Teaching and Learning
- Collaboration to Pursue Excellence

Resources allocated to this strategic direction

Low level adjustment for disability: \$54,303.11
Literacy and numeracy intervention: \$47,089.56
Literacy and numeracy: \$6,925.65
Socio-economic background: \$179,531.17
Early Action for Success (EAfS): \$205,815.60
COVID ILSP: \$233,541.21
English language proficiency: \$2,400.00
Professional learning: \$39,826.71
QTSS release: \$82,855.20

Summary of progress

During 2021, the school engaged in a range of activities to build teacher capacity to move towards achieving excellence in teaching and learning through quality collaborative practices. The synthesis of these initiatives has led to meaningful progress towards achieving success as detailed in the Strategic Improvement Plan Success Criteria. Activities the school engaged in within this strategic direction were:

- Comprehensive data monitoring implemented and utilised
- Purchase of literacy and numeracy resources
- Employment of 1.2FTE instructional leaders through EAfS
- Student Wellbeing focus - Wellbeing Framework and CESE studies
- Employment of Intervention Teachers 2.4 FTE
- Employment of 2 additional classroom teachers to reduce class sizes
- Provision of Stage collaboration time - 1 hour per week
- Development of 'A quality Reading Session' with all staff
- Professional Learning - all staff - Learning Intentions and Success Criteria
- Spirals of Inquiry Professional Learning with all teaching staff

The impact of these activities in the area of excellence in teaching and learning has led to progress and improvement as evidenced by increased teacher capacity to implement an evidenced based, whole school, planned approach to teaching, specifically in the areas of reading, numeracy and wellbeing. This progress has been achieved through collaborative practices established using the Spiral of Inquiry Model. Surveys conducted indicate that 70% of staff strongly agree or agree that the Spiral of Inquiry process had greatly supported them in the area of Effective Classroom Practice.

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
Student wellness and engagement Attendance - Increase the percentage of students achieving 90% or more	The percentage of students achieving 90% or more attendance increased from 66.6% in 2020 to 74.2% in 2021, an increase of 7.6% and 4.6% higher than the set target.

<p>attendance by 3%</p> <p>Wellbeing - Increase the percentage of students reporting high levels of positive wellbeing by 2.%</p>	
<p>School Excellence Framework - Learning Domain</p> <p>-Learning Culture: To move from Delivering towards Excelling, evidenced through clear triangulation of data</p> <p>-Wellbeing: To move from Delivering towards Excelling, evidenced through clear triangulation of data</p> <p>-Curriculum: To move from Working Towards Delivering to Excelling, evidenced through clear triangulation of data</p> <p>-Assessment: To move from Delivering towards Excelling, evidenced through clear triangulation of data</p> <p>-Reporting: To move from Delivering towards Excelling, evidenced through clear triangulation of data</p> <p>-Student Performance Measures: To move from Delivering towards Excelling, evidenced through clear triangulation of data</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Learning Culture, an improvement from Delivering in 2020 • Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing, an improvement from Delivering in 2020 • Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Curriculum, an working towards improvement from Delivering in 2020 • Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element of Assessment, remaining the same as in 2020 • Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Reporting, an improvement from Delivering in 2020 • Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element of Reporting, remaining the same as in 2020
<p>School Excellence Framework - Teaching Domain</p> <p>-Effective Classroom Practice: To move from Sustaining and Growing towards Excelling, evidenced through clear triangulation of data</p> <p>-Data Skills and Use: To move from Delivering towards Excelling, evidenced through clear triangulation of data</p> <p>-Professional Standards: To move from Delivering towards Excelling, evidenced through clear triangulation of data</p> <p>-Learning and Development: To move from Sustaining and Growing towards Excelling, evidenced through clear triangulation of data</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Effective Classroom Practice, remaining the same as in 2020 • Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element of Data Skills and Use, remaining the same as in 2020 • Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Professional Standards, an improvement from 2020 • Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element of Learning and Development, a decline from 2020

Strategic Direction 3: Excellence in Leadership

Purpose

In order to ensure our school is a self-improving and self-sustaining community, strong strategic and effective school leaders will foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, wellbeing and success. The leadership team will model instructional leadership to build and sustain a culture of effective, evidenced based teaching and ongoing improvement.

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.

- Excellence in Educational Leadership
- High Expectations Culture

Resources allocated to this strategic direction

Socio-economic background: \$252,834.37

School support allocation (principal support): \$22,397.85

Integration funding support: \$183,956.00

Low level adjustment for disability: \$123,329.80

: \$5,655.06

Location: \$6,981.58

Aboriginal background: \$42,000.26

Summary of progress

During 2021, the school engaged in a deliberate set of activities to build leader capacity to move towards achieving excellence in educational leadership. The leadership team continued to model and pursue a high expectation culture across the school. The school continued to recognise and develop leadership capability in future school leaders within this culture. Activities the school engaged in within this strategic direction were:

- Spirals of Inquiry
- Employment of a Deputy Principal 0.2FTE to support Spirals of Inquiry
- Professional learning in coaching and mentoring techniques
- Professional Learning in developing effective Professional Development Plans
- Executive conferences x 2 per term
- High Impact School Leadership x 2 executive
- Development of quality handover practices at key transition points
- Employment of a Deputy Principal 0.8 Data/Wellbeing/Evaluation
- Employment of an ATSL SLSO to support Aboriginal and Torres Strait Islander students and families
- Two Assistant Principals attending Stronger Smarter training

The impact of these activities in the area of excellence in educational leadership has led to a sustained focus on distributed Instructional Leadership that maximises the impact of the Assistant Principal role in improving teaching practice. This will remain a strong focus into 2022. The leadership team will continue to pursue a high expectations culture in all areas of practice with a clear focus on evidenced based practices that ensure continual improvement driven by student performance measures and school targets.

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
School Excellence Framework - Leading Domain -Educational Leadership: To move from Delivering towards Excelling, evidenced through clear triangulation of data	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Educational Leadership, an improvement from 2020

**School Excellence Framework -
Leading Domain**

-School Planning, Implementation and Reporting: To move from Delivering towards Excelling, evidenced through clear triangulation of data

-School Resources: To move from Delivering towards Excelling, evidenced through clear triangulation of data

-Management Practices and Processes: To move from Delivering towards Excelling, evidenced through clear triangulation of data

- Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of School Planning, Implementation and Reporting, an improvement from 2020
- Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of School Resources, an improvement from 2020
- Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Management Practices and Processes, an improvement from 2020

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$183,956.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lithgow 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"> • High Expectations Culture <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 [strategy] • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Students receiving Integration Funding Support were provided with specific, personalised support that assisted them to be successful in their learning and engagement with all aspects of school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use internal evaluations of practice, as well as access a range of supports and services, to identify individual student needs. Funding will then be allocated on a case by case basis to ensure students are best supported for success.</p>
<p>Socio-economic background</p> <p>\$432,365.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lithgow 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"> • Collaboration to Pursue Excellence • Excellence in Educational Leadership • High Expectations Culture • Excellence in Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to reduce class size to support identified students with additional needs • equitable access to specialist resources • professional development of staff through Spirals Of Inquiry to support student learning • engage with external providers to support student engagement and retention • employment of additional staff to reduce class sizes to support student wellbeing. <p>The allocation of this funding has resulted in: Higher levels of student wellbeing, increased teacher professional learning time leading to increased collective teacher efficacy. The standard of teaching and learning programs has continually increased.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to implement the Spirals of Inquiry collaborative model to support collective teacher efficacy and quality teaching and learning.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$42,000.26</p>	<p>needs of Aboriginal students at Lithgow 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"> • High Expectations Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: An Aboriginal SLSO being employed, who has worked closely with the local community to successfully build community and school relations. This has greatly supported the wellbeing and academic success of our Aboriginal and Torres Strait Islander students. The establishment of an ATSI cultural room within the school, and cultural lessons embedded across K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to evaluate strategies to support our Aboriginal and Torres Strait Islander students for success, and continue to build positive, supportive relationships between the school and community.</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 Lithgow 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"> • Collaboration to Pursue Excellence <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: ESL students have received greater support in their learning, allowing them to experience success in their learning and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to identify the individual learning and wellbeing needs of ESL students, and utilise resources to address these needs for each student.</p>
<p>Low level adjustment for disability</p> <p>\$177,632.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Lithgow 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</p>

<p>Low level adjustment for disability</p> <p>\$177,632.91</p>	<p>including:</p> <ul style="list-style-type: none"> • High Expectations Culture • Excellence in Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Purchase of new decodable texts for students to utilise • Purchase of teaching resources. • Purchase of specific numeracy and literacy resources. <p>The allocation of this funding has resulted in: Students have been able to access new, quality reading resources which have assisted them in their learning. teachers have had access to new, quality teaching resources and programs. Reading results have demonstrated growth and improvement for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to examine the quality and amount of decodable texts, and purchase new resources as required.</p>
<p>Location</p> <p>\$6,981.58</p>	<p>The location funding allocation is provided to Lithgow 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"> • High Expectations Culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • funds were used to increase communication between school and community, via several technology modes. <p>The allocation of this funding has resulted in: Greater levels of communication between school and home, with increased levels of community satisfaction.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to seek feedback from parents and community to refine processes and communication between all stakeholders</p>
<p>Literacy and numeracy</p> <p>\$9,434.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lithgow 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"> • High Quality Assessment • Excellence in Teaching and Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Funding has been used to provide students with additional assessment in literacy and numeracy, allowing teachers to triangulate assessment results and more accurately determine learning growth and learning needs. Additional resources have been sourced to support teachers in implementing quality teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy</p> <p>\$9,434.74</p>	<p>Continue implementation in 2022, with regular analysis of assessments to ensure responsive strategies.</p>
<p>Early Action for Success (EAfS)</p> <p>\$205,815.60</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Lithgow 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"> • Excellence in Teaching and Learning <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 support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • 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 • employment of Instructional Leader to lead analysis of data and professional learning, including Spiral of Inquiry and associated learning sprints. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Early identification of level of attainment in literacy and numeracy of each individual child in K-2 • Differentiating teaching practice that focuses on the needs of the individual student • Using targeted interventions in literacy and/or numeracy according to need • On-going monitoring of student progress against the Literacy and Numeracy Learning Progressions. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Assistant Principals Curriculum and Instruction will work directly with teachers to build student and teacher capacity in both literacy and numeracy. Assistant Principals Curriculum and Instruction will focus on student learning and move through on-going Spirals of inquiry, to build teacher capacity to develop quality learning sequences that lead to measurable improvement in student outcomes.</p>
<p>QTSS release</p> <p>\$82,855.20</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lithgow 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"> • Collaboration to Pursue Excellence <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Implementation of the Spirals of Inquiry collaboration model, through

<p>QTSS release</p> <p>\$82,855.20</p>	<p>using funds to release teachers to be able to collaborate together under the guidance of an instructional leader for half a day each fortnight.</p> <p>The allocation of this funding has resulted in: Significantly improved levels of collective teacher efficacy, increased quality of teaching and learning programs, and demonstrated growth in student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to implement the Spirals of Inquiry approach, and regularly make refinements and improvements to its implementation at Lithgow Public School.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lithgow Public School who may be at risk of not meeting minimum standards.</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"> • Excellence in Teaching and Learning • Collaboration to Pursue Excellence <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchase of quality literacy resources • Employment of 3 Intervention Teachers at 0.6 load to support the delivery of evidence-based literacy and numeracy programs and data driven practices. These practices have included small group targeted Intervention identified through analysis of data in 5 weekly cycles. <p>The allocation of this funding has resulted in: Increased targeted support for identified students</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to examine areas of need within the school for additional support</p>
<p>COVID ILSP</p> <p>\$233,541.21</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"> • Collaboration to Pursue Excellence • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: Specific targeted support for identified students</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to identify, and support, students for additional support</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	202	209	201	204
Girls	211	179	180	168

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.5	92.5	93	91
1	93.7	91.9	93	90.8
2	92.3	94.4	93.4	91
3	92.5	92	94.4	90.6
4	91.9	92.3	93	91.1
5	90.8	91.4	93	89.2
6	91.3	88.3	94.6	89.1
All Years	92.2	91.9	93.5	90.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	18.13
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.88
School Counsellor	2
School Administration and Support Staff	8.02

*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	874,812
Revenue	5,955,730
Appropriation	5,892,945
Sale of Goods and Services	20
Grants and contributions	52,484
Investment income	281
Other revenue	10,000
Expenses	-5,874,776
Employee related	-5,349,122
Operating expenses	-525,655
Surplus / deficit for the year	80,953
Closing Balance	955,766

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	183,956
Equity Total	655,900
Equity - Aboriginal	42,000
Equity - Socio-economic	433,867
Equity - Language	2,400
Equity - Disability	177,633
Base Total	3,823,993
Base - Per Capita	100,919
Base - Location	6,982
Base - Other	3,716,093
Other Total	738,821
Grand Total	5,402,671

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

Staff, students and parents completed satisfaction surveys as part of the annual Tell Them From Me Survey, and also internally developed surveys.

In the parent and caregiver survey, the number of participants that responded was less than the minimum number required to protect the privacy of the respondents. The school believes that this outcome was primarily the result of COVID-19 and associated lockdowns that impacted the school during the survey period. As a result, responses cannot be published in this report. The school will endeavour to seek feedback through the Tell Them From Me platform again in 2022. Early in 2021, the school held several consultation sessions in preparation for the drafting of the 2021 - 2024 School Improvement Plan. These sessions provided our community with the opportunity to have input into the Strategic Directions and the Initiatives within them that will drive our school during the period 2021 to 2024 and beyond. In 2021, students were surveyed to explore their perceptions of our school through the Tell Them From Me Survey Platform.

Student survey results indicated that students value schooling outcomes, have positive student teacher relationships and have a strong sense of belonging to our school. These results were pleasing given the school's focus on student wellbeing through implementation of the Berry Street Model and a continued focus on Positive Behaviour for Learning.

Teacher survey data indicates that teachers feel supported by the school's leadership team who support, provide guidance and opportunities in a safe school environment. Teachers indicated there was a strong sense of collaboration between teachers through the Spiral of Inquiry process that focusses teacher attention on consistent quality teaching pedagogy, data analysis and the provision of effective feedback to students. Teachers noted the importance of the Spiral of Inquiry maintaining its focus on improving teaching and learning through developing teacher capacity.

Throughout the year, the school worked in collaboration with the P&C committee on a monthly basis. The P&C has supported the school as one means of consultation regarding school practices and initiatives. This has included assisting in evaluating progress measures and progress monitoring of the Strategic Improvement Plan.

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.