

2021 Annual Report

Lockhart Central School



2418

Introduction

The Annual Report for 2021 is provided to the community of Lockhart Central 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

Lockhart Central School works in partnership with parents, carers and the community to ensure every student is known, valued and cared for. Teachers demonstrate personal responsibility for improving their teaching practice to improve student learning and build positive relationships.

School context

Lockhart Central School caters to the learning needs of students from Kindergarten to Year 12 and has an enrolment of 77 students, including 21 Aboriginal students. It is located 60 km southwest of Wagga Wagga. Students are encouraged to achieve their personal best, underpinned by a Positive Behaviour for Learning model, through our core values of Respect Self, Respect Others, Respect Property. The school has a strong commitment to student engagement, quality teaching and maximising learning outcomes in Literacy and Numeracy. Lockhart Central School is well supported by an active Parents and Citizens Association.

The school conducted a Situational Analysis to identify areas of strengths and future development. This is reflected in feedback received from the External Validation in 2020. Identified areas for future development are data skills and use, assessment, student performance measures and effective classroom practice.

Lockhart Central School is part of the Riverina Access Partnership, one of 5 access programs that run in New South Wales. Riverina Access Partnership provides a shared curriculum for senior secondary students that deliver Year 11 and 12 studies across all six participating schools. The cohorts of students interact with each other and their co-ordinating teacher through online platforms and collaborative technologies, while being supported in their home school by co-teachers. This enables rural students to complete their secondary education at their local school with the support of their community, without having to live away from home.

Staff, students, parents, carers and the community collaborated to determine the future directions of the school. These include professional learning that enables staff to use data to understand learning needs of students, a focus on explicit evidence based strategies in Reading and Numeracy led by an Instructional Leader and developing wellbeing so that every student is engaged. The school will evaluate its progress regularly and report back to the school community annually.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes and growth in Reading and Numeracy, teachers will analyse data to respond to the learning needs of individual students using explicit evidence based strategies.

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.

- Evidence Based Practice in Reading and Numeracy
- Use of Data to Inform Practice

Resources allocated to this strategic direction

Professional learning: \$8,541.60

Socio-economic background: \$5,700.00

Low level adjustment for disability: \$51,122.47

Literacy and numeracy intervention: \$2,453.27

Aboriginal background: \$16,561.31

English language proficiency: \$2,453.27

Summary of progress

Our focus for 2021 was on enhancing teacher capacity to use evidence based teaching practices to explicitly teach literacy and numeracy and develop school wide practices for assessment to monitor, plan and report on students learning.

This involved establishing a Data Team, including both Primary and Secondary staff, and timetabled with both shared and independent periods. Initially the Data Team developed a scope and sequence involving professional learning in SCOUT, data analysis and the Planning Literacy And Numeracy 2 (PLAN2) online data collection tool. The team led staff during timetabled periods to collaboratively analyse, interpret and use literacy and numeracy data. This data was used collaboratively across Key Learning Areas to inform planning, identify interventions and modify teaching practice. During Semester Two, the Data teams were restructured into focus groups of either numeracy or literacy. This focus has been successful, with all staff actively engaged in data analysis collegially. All staff members contributed to conversations about professional learning and readings. Formative assessments were conducted on students from years three to nine, and summative assessment through Check-in Assessment meant data was accessible, understood and had clear links to Literacy and Numeracy progressions inside the PLAN2 platform.

As a result, this data provided staff with teaching points in Literacy and Numeracy to triangulate data and implement high impact evidence-based strategies to improve student outcomes. Further results of our analysis of data identified individual student's needs and intervention support was provided by School Learning Support Officers to ensure all students could access the curriculum.

Next year, our focus will continue to provide staff with the allocation and support to build upon their ability to use data effectively in teaching, to inform practice and improve student learning in literacy and numeracy. This will be supported by the appointment of an Assistant Principal Curriculum and Instruction in Primary and Secondary will be supported by an Instructional Leader.

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
All staff engage in professional learning on progressions focusing on data skills and use.	100% of staff engaged in professional learning focusing on data use and skills.
Increase the percentage of primary students achieving in the top two bands	A minimal change in percentage of students achieved in the top two skill bands for reading, an increased percentage of students achieved in the top

in NAPLAN in Reading and Numeracy. Increase the percentage of Secondary students based on network targets achieving top two bands in NAPLAN in Reading and Numeracy.	two skill bands for numeracy. Due to the small size of the cohort accurate/actual percentages cannot be reported. Lockhart Central School students contributed to the Narrandera Network Small schools secondary target of 4% of network students achieving in the top two bands for reading and 4% for numeracy which indicated the participating schools are yet to make progress against this improvement measure. Individual student results were reported directly to parents and carers.
Increase of Higher School Certificate course results from the Riverina Access Partnership in the top three bands.	In 2021, the Riverina Access Partnership schools saw 43.75% of student results in the top three bands of HSC. This was 10.75% below the lower bound 2022 system-negotiated target of 53.8% to be achieved by 2022.
The percentage of Aboriginal students, in the Narrandera network, attaining the HSC whilst maintaining cultural identity to be measured to determine network baseline.	The percentage of Aboriginal students in the Narrandera Network attaining their HSC whilst maintaining their cultural identity has increased by 6.5%.
Percentage of Primary students expected growth in NAPLAN for Reading will increase by 11% by 2023. Percentage of Secondary students expected growth in NAPLAN for Reading will increase by 5% by 2023	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased above the upper bound target. Individual student progress was reported directly to parents and carers throughout the year. The percentage of secondary students achieving expected growth in reading increased, which indicated progress toward the upper bound target.
Percentage of Primary students expected growth in NAPLAN for Numeracy will increase by 11% by 2023. Percentage of Secondary students expected growth in NAPLAN for Numeracy will increase by 5% by 2023.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased. Individual student progress was reported directly to parents and carers throughout the year. The percentage of secondary students achieving expected growth in numeracy increased, which indicated achievement of progress toward the upper bound target.

Strategic Direction 2: Collaborative Practice

Purpose

To enhance teacher impact in the classroom by developing teacher capacity using the structure of informed evidence based practices in a collaborative culture of high expectations.

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.

- Collaborative Practice
- Coaching and Mentoring

Resources allocated to this strategic direction

Literacy and numeracy: \$5,525.00

Socio-economic background: \$4,640.00

Summary of progress

Our focus for 2021 was on teachers participating in collaborative practice through explicit systems that facilitated professional dialogue, classroom observation and timely feedback between teachers.

This involved utilising the schools teacher entitlement so Primary could collaboratively focus of Teaching Sprints to implement literacy and numeracy teaching and learning strategies into the classroom. A similar model was adopted in Secondary and grew from Secondary Peer Coaching strategies used in the previous three years. Teachers successfully collaborated using best practice to find data and professional learning to use and share with colleagues. Teacher surveys indicated staff wanted more say in the focus of their learning targets and indicated a significant improvement in embedding targeted literacy and numeracy priorities in their teaching programs. As a result executive have observed increased teacher engagement and staff have sought further professional development and increased visible learning strategies use in the classroom.

Next year, our focus will be to continue collaborative practice strategies, so teachers have the opportunity to continue and embed evidence based practices into teaching programs. Additional time will be used to ensure improved knowledge and understanding of student data, effective feedback and teachers demonstrating content knowledge, reflected in teaching and learning programs, and transferred to 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
School self-assessment of the elements 'Effective Classroom Practice' and 'Data skills and Use' through Tell them from Me survey (TTFM) indicates improvement.	Self-assessment against the School Excellence Framework showed the school currently performing at sustaining and growing in the element of effective classroom practice and performing at delivering in the element of data skills and use. TTFM survey results indicated 87% of teachers utilised data to inform practice.
School self-assessment of the themes 'Collaborative Practice', 'Professional learning' Coaching and Mentoring as indicated by Tell Them from Me survey (TTFM) indicates improvement.	Self-assessment against the School Excellence Framework showed the school currently performing at sustaining and growing in the element of Learning Development. TTFM survey results indicated 100% of teachers engaged in collaborative practices and professional learning to inform and improve practice.

Strategic Direction 3: Wellbeing

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn. There will be a planned approach to developing whole school wellbeing processes.

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.

- Student Wellbeing

Resources allocated to this strategic direction

Professional learning: \$1,040.00

Aboriginal background: \$10,096.29

Socio-economic background: \$27,475.54

Location: \$52,782.86

Summary of progress

In 2021, the focus was on a planned approach to develop whole school processes that support the wellbeing of all students. There was a strong focus on streamlining and ensuring processes catered for all students. Our processes were to ensure every student feels happy, supported, connected and heard to enhance attendance and learning at school.

A whole school approach was adopted with activities offered that were effective for a team approach to wellbeing and support. Regular, consistent communication with the Wellbeing Team resulted in a strategic approach to triaging support at various levels of need. A Wellbeing Officer position was created with time to support any student who required it. Monitoring and evaluation was recorded through centralised digital records and the maintenance of classroom practices was monitored by the wellbeing team. This has been successful, with incredibly positive results. The whole school community has benefited from the Wellbeing team. This approach has also provided support to families in the home, both emotionally and financially with food hampers during weeks of learning from home.

This strategy has seen positive results and the Wellbeing and Positive Behaviour for Learning teams will continue and work long term. Support will continue for all students to ensure they remain connected and engaged in school. This strong focus on the wellbeing of every student is expected to have a positive impact on student attendance.

In 2022, the school staff who have completed the wellbeing Open-Parachute program will develop the introduction across the school, as an addition to the programs already running.

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
Increased percentage of students attending school 90% or more of the time to be above the system-negotiated target baseline in primary and secondary.	The number of students attending greater than 90% of the time or more, has decreased in primary by 10% and in secondary by 1.4%. Both below the lower bound target.
10% increase in student expectations for success in the Tell Then from Me survey (TTFM).	Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures, with an average of 15% across primary and secondary students.
An increase in Aboriginal students recognizing they feel good about their culture in Tell Them from ME (TTFM) survey.	There has been a 24% increase in Aboriginal primary students agreeing they feel good about their culture. There has been a 2% decrease in Aboriginal secondary students agreeing they feel good about their culture.

Funding sources	Impact achieved this year
Socio-economic background \$138,306.22	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lockhart Central 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"> • Use of Data to Inform Practice • Student Wellbeing • Evidence Based Practice in Reading and Numeracy • Coaching and Mentoring • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Wellbeing and Inclusion programs to support identified students with additional needs • equitable access to specialist resources • engage with external providers to support student engagement and retention • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: the creation of a strong Wellbeing team that includes external agencies such as Relationships Australia In School Family Worker and School Chaplain. Professional development of staff through Teaching Sprints to support student learning. Evidence of improved feedback from school community, regarding advocacy and belonging was evidenced.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to allocate funds and time for the Wellbeing team to be supported by outside agencies. To provide time for SASS to complete administrative tasks for all student ILP and PLPs. Improve the alignment of need and planning.</p>
Aboriginal background \$29,162.47	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lockhart Central 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"> • Use of Data to Inform Practice • Student Wellbeing • Evidence Based Practice in Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in: additional Aboriginal culturally appropriate spaces and provided inclusive school projects to build pride in the school from all students. The cultural understanding of the school community continues to be developed with the</p>

Aboriginal background \$29,162.47	<p>engagement from our Lockhart Central School Indigenous Community. Positive feedback on Aboriginal student wellbeing has increased.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continued focus on deepening the PLP process in a timely manner, and finding ways to increase parent and carer engagement in this process. Continue to provide the whole school community Aboriginal educational experiences to deepen knowledge and understanding.</p>
Low level adjustment for disability \$51,122.47	<p>Low level adjustment for disability equity loading provides support for students at Lockhart Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Practice in Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention such as Spellstud to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in:</p> <p>an increase of students achieving positive outcomes on internal assessment measures. The school achieved a more consistent approach to student learning support, with an increased number of learning support referrals and subsequent collaborative support for literacy and numeracy programs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continue Literacy and Numeracy programs that targets every student's literacy and numeracy areas of improvement. To provide additional time to further expand the impact of the wellbeing team, and provide additional support for identified students through differentiated literacy and numeracy programs supported by teachers and SLSOs.</p>
Literacy and numeracy \$5,525.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lockhart Central 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"> • Coaching and Mentoring <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in:</p> <p>additional teacher collaboration in utilising data and research based</p>

Literacy and numeracy \$5,525.00	<p>practices to improve literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: the school will no longer receive these funds from the beginning of 2022. Other resources will be used to collaborate with and monitor teacher use of data to support students literacy and numeracy learning.</p>
QTSS release \$7,848.26	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lockhart Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: additional release for a teacher to lead the Data Team and for individual teacher support to incorporate data into their daily planning of teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support leadership of teachers and to continue direct assistance, for further improvement in embedding literacy and numeracy data into planning.</p>
Literacy and numeracy intervention \$2,453.27	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lockhart Central 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"> • Evidence Based Practice in Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Supported the release of an executive to lead Data Team to improve teacher understanding and use of data informed teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: the school will no longer receive these funds from the beginning of 2022. Other resources will be used to allow K- 12 teachers to enhance understanding and use of data, to inform teaching against the Literacy and Numeracy Progressions and PLAN2.</p>
COVID ILSP \$66,800.00	<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>

COVID ILSP \$66,800.00	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in: the implementation of targeted small group interventions has seen an increase in the number of students, through internal school data, on track to meet stage expected outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to implement small group tuition, using data sources to identify individual students needs.</p>
Integration funding support \$183,317.00	<p>Integration funding support (IFS) allocations support eligible students at Lockhart Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: individually funded students, with additional learning and physical needs, having additional support in the classroom. Students were supported with inclusion and access to the curriculum specifically with language, reading and writing support. SLSO's have supported students to achieve goals identified in their Individual Education Plans.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to target individualised support for Individual Funded Students to strengthen their inclusion. Continue to deepen an understanding of quality differentiation for all students.</p>
Location \$52,782.86	<p>The location funding allocation is provided to Lockhart Central 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"> • Student Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • subsidising student excursions to enable all students to participate • upgrade of general learning spaces • purchase of specialist equipment for whole school learning <p>The allocation of this funding has resulted in: the creation of spaces that build school pride. Financial support that</p>

Location \$52,782.86	<p>increased engagement and ensured all students could access all activities provided by the school. Provided necessary items for students to thrive and learn at home as well as school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continue to provide support so every student can participate in all activities, regardless of socio-economic situation.</p>
English language proficiency \$2,453.27	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lockhart Central 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"> • Evidence Based Practice in Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: individual support for relevant student to access the curriculum in all key learning areas, resulting in an increase in English language proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: there are no EAL/D students enroled for 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	52	47	44	39
Girls	47	37	31	31

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.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.6	89.2	88	73.1
1	94.9	83.4	95.1	80.5
2	93.1	75.4	88.3	87.9
3	96.6	80.6	76.7	71.7
4	94.4	93.3	84	92
5	84.5	83.5	93.8	83.3
6	85.7	92	83	86.4
7	83.6	80	79.7	86.1
8	83.4	86.2	85.6	76.9
9	73.3	84.3	88.1	85.7
10	62.1	77.1	70.2	79.1
11	87.7	70.4	79.3	47.6
12	75.1	81.7	67.3	65.4
All Years	85.9	82.4	82.7	79.1
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
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	33
Employment	0	0	33
TAFE entry	0	0	0
University Entry	0	0	33
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

25.00% of Year 12 students at Lockhart Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Lockhart Central School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	8.94
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.57
School Administration and Support Staff	5.39
Other Positions	0.1

*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	871,725
Revenue	2,873,941
Appropriation	2,853,240
Sale of Goods and Services	3,080
Grants and contributions	16,935
Investment income	535
Other revenue	150
Expenses	-2,727,284
Employee related	-2,363,027
Operating expenses	-364,257
Surplus / deficit for the year	146,657
Closing Balance	1,018,382

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	183,317
Equity Total	221,235
Equity - Aboriginal	29,162
Equity - Socio-economic	138,506
Equity - Language	2,453
Equity - Disability	51,113
Base Total	2,130,933
Base - Per Capita	18,292
Base - Location	52,783
Base - Other	2,059,859
Other Total	232,697
Grand Total	2,768,182

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Parents/caregivers

2021 has seen an increase in parent feedback in regard to two-way communication with parents. Parents feel welcome, has increased from 7.5 to 8.2 against a state average of 7.4. Parents have indicated an increase in easily speaking to their child's teacher, Principal and that all written information from the school is in clear, plain language. In the area of parents are informed, an increase from 7.0 to 7.9 (NSW Govt Norm 6.6) with the largest improvement in communication about students social and emotional development. Parents have had an increase participation at school, communicating with teachers and attending meetings. 2021 saw that every parent who responded had spoken to their child's teacher and an increase of parents involved with committees rose from 33% to 71%.

Parents who responded to the survey indicated a rise in the ability to support their child's learning from home with an increase in learning support from the school, also above the NSW Govt Norm. The TTFM survey has indicated strong support of the school in terms of positive behaviour. The largest improvement in this area was teachers devoting their time to extra curricula activities, increasing from 4.6 to 7.0. Parents have indicated in surveys that they feel an increase in supporting students who need extra support.

86% of parents, either agreed or highly agreed that they would recommend our school to other parents. This is a massive improvement on previous surveys.

Parents reported that communication tools are more effective than others, with phone call still the preferred option and emails the least useful. Parents indicated that text messages for school news and information is favoured more than email, newsletter, social media or school website.

Parents have indicated a large increase in the feeling that the school is well maintained and the school is more welcoming. From the school's point of view the parents have been exceptionally supportive of the events surrounding the school year. The school received no complaints regarding the procedures and guidelines from the Department for school settings in 2021.

Teachers

Based on staff continuing to choose Lockhart Central School as their place of employment and the lack of staff movement, staff have verbally reported that they love working at Lockhart Central School.

These results are based on the Tell Them from Me (TTFM) survey and the People Matter Survey.

Leadership - The survey showed that staff feel that leadership help them set goals for students, was up sixteen percent and overall leadership responses improved by eleven percent. Staff continue to feel very well supported during stressful times.

With the schools focus on staff collaboration, feedback on this area from teachers has been positive. The largest increase in developing cross curricula or common learning opportunities. Improvement in Learning Culture with an overall increase of nearly eleven percent. Data Informs Practice has been a focus for 2021 and survey results from teachers showed a twelve percent improvement. Teaching strategies and technology both indicate increases by point six and seven. Teacher feedback regarding inclusive school increased by a whole base point, with the largest increase in the area of understanding the learning needs of students with special needs and using individual education learning plans. Teachers also reported an increase in parent involvement, although, this was still an area that teachers feel is too low. Challenging and visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning have all seen increased positive responses. Still the responses remained equivalent to the previous year in considering teaching in a more rural and remote part of NSW with twenty six percent of teachers disagreeing. Teachers indicated a twenty seven percent increase in undertaking supervision pre-service teachers. Ninety one percent of teachers conveyed that staff moral was good. Eighty eight percent of staff indicated they felt that school leaders facilitate improvement and change, which is up from seventy seven percent. This increase was also reflected in communication of strategic vision. One hundred percent of teachers indicated that Lockhart Central School is a welcoming and culturally safe place for all students.

The People Matter Survey also had increased positive responses. One hundred percent of teachers indicated positive responses to Health and Safety. With increased positive responses in Job Satisfaction, Risk and Innovation. Of the twenty two key areas, nineteen of these are above eighty percent positive and six of these are above ninety percent positive.

Students

In the Tell Them from Me survey student feedback in Secondary for 2021 is below the NSW Government Mean for a

positive sense of belonging.

Secondary student results that have seen an increase in positive responses are in students with positive behaviour at school increasing from sixty eight percent in 2020 to eighty nine percent in 2021. Students indicated a decrease in victims of bullying by twelve percent. The schools work in increasing advocacy has assisted the secondary students matching the NSW Government mean. Secondary students indicated that just over fifty percent plan on finishing Year 12, forty four percent plan on going on to do a trade, with only fourteen percent planning on going to university. Twenty nine percent of secondary students are aboriginal and Torres Strait Islander. Of these students no students indicated that they do not feel good about their culture when at school. There was an eleven percent increase in that Aboriginal and Torres Strait Islander students feel that teachers have a good understanding of their culture. There is still some work to do to increase school pride amongst all secondary students with thirty-six percent of secondary students giving a negative response. Secondary students have indicated, above the NSW Government mean in student perseverance with increases in medium and high responses. Seventy five percent of students feel that technology helps them learn in secondary. A two percent increase in students who know where to seek help if bullied from eighty-four to eighty six percent. Eighty two percent of secondary students feel that there is someone they can go to for wellbeing support.

In 2021 Tell Them from Me survey, primary students have indicated an increase in a positive sense of belonging. Seventy-seven percent of primary students feel students have positive behaviour at school. Primary students reported that learning time is effective, matching the state norm. A decrease in students reporting they are victims of bullying and school advocacy is still matching state norms. No Primary Aboriginal and Torres strait Islander students indicated that they do not feel good about their culture at school. Eighty-two percent of primary students feel a sense of pride in their school with no change from previous year. More students in primary have indicated that they know where to seek help if they are being bullied, up two percent, to eighty-one percent.

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.