

2021 Annual Report

Lindsay Park Public School



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Introduction

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

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

School contact details

Lindsay Park Public School

Thames St

Wollongong, 2500

www.lindsaypk-p.schools.nsw.edu.au

lindsaypk-p.school@det.nsw.edu.au

4229 2487

Message from the principal

At Lindsay Park, we are resilient and determined. This was demonstrated during months of lockdown as we watched staff, students and families find interesting and innovative ways to share, learn and laugh. While our worlds shrunk to our living rooms and our backyards, this year was also a reminder that our world is more connected than ever. Innovation through online platforms has been outstanding in 2021..

At Lindsay Park, every teacher, every Learning Support Officer and every office member comes to work every day to make a difference for students. The administration team in the office are outstanding. Our teaching staff are highly skilled. Our Learning Support Officers are patient and personalised. Lindsay Park staff truly care about students and every day I am grateful and very proud of the work they do.

I would like to acknowledge the wonderful work of the P&C, still working tirelessly and advocating for our school despite the challenges presented this year that limited parent involvement. The successful grant application submitted by the committee this year allowed us to upgrade the sound and visual system in the hall.

Finally, students at Lindsay Park PS must be congratulated on their effort and achievement. All students have worked well and have achieved excellence in academic and social learning, sport and the arts. It is a privilege to be the Principal of such a dedicated and warm school community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School vision

At Lindsay Park Public School staff, parents, students and the community work in partnership to strengthen learning and wellbeing that sustains continual school improvement. We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to empower students to be reflective, motivated and connected learners through excellence in teaching within a positive environment where every student is known, valued and cared for.

School context

Lindsay Park Public School is located in a quiet, residential area of West Wollongong. The leafy setting provides a welcoming learning environment for students. Our motto, 'Learning for Living,' is central to the philosophy of the school and is underpinned by the expectations of 'Be Kind, Work Hard'.

Lindsay Park Public School caters for students from Kindergarten to Year 6 with 23 teaching staff. There is a student population of 351; 18% of the student population have a Language Background other than English and 3% identify as Aboriginal. The school has a family-oriented atmosphere and a strong sense of community. An energetic P&C engages the wider school community with a range of activities, events and initiatives.

Lindsay Park Public School provides a broad range of learning experiences and extra-curricular activities for all students. The school has a proud sporting history, provides opportunities in the performing arts, public speaking and Student Representative Council. We promote student responsibility, respect, lifelong learning and a desire for students to strive for their best. Recent upgrades to all learning spaces, colourful murals as well as the development of an outdoor learning space contribute to our positive and inspiring learning environment.

A rigorous situational analysis has been undertaken in 2020 to inform future school directions which are reflected in the 2021-2024 School Improvement Plan. Professional learning will focus on the most effective teaching strategies, appropriate formative and summative assessment techniques and effective and consistent use of data to inform explicit and targeted literacy and numeracy teaching. Principles of the Berry Street Education Model were introduced in the previous planning cycle and this approach will be further developed and sustained within the current plan to ensure students and their families connect, succeed and thrive. Engagement with the High Potential and Gifted Education Policy and the Disability Standards for Education will be used as a framework to motivate and engage students through explicit and challenging learning goals, effective and respectful differentiation and student agency. We will develop clear processes and practices for curriculum planning and programming and collecting and analysing student data to ensure teaching is responsive to student need.

The 2021-2024 School Improvement Plan will be underpinned by the work of Lyn Sharrat, Linda Kaser, Judy Halbert, Dr. Miranda Jefferson and the What Works Best 2020 Update.



Self-assessment and school achievement

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

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student achievement and growth in reading and numeracy, and to build strong foundations for academic success, we will explore and implement the most effective teaching and assessment strategies within a collaborative professional learning framework.

Initiatives

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

- Effective classroom practice
- Collaborative practice

Resources allocated to this strategic direction

Beginning teacher support: \$1,070.00

Whole School Reading PL: \$7,000.00

Big Ideas in Maths 3-6: \$7,474.00

QTSS release: \$71,756.00

Literacy and numeracy intervention: \$58,860.00

Literacy and numeracy: \$8,713.00

Professional learning: \$23,459.00

Uni of Newcastle QTR Research Grant: \$8,500.00

Summary of progress

Our focus in 2021 was on the use of highly effective teaching practices to improve reading and numeracy outcomes for students. Focusing on High Impact Professional Learning, school teams were guided through a deep analysis of K-2 and 3-8 Reading guides during Precision in Practice collaboration time, where student data was used to identify areas of focus. Literacy and Numeracy Strategy Advisors delivered whole school professional learning in reading fluency and comprehension to develop a consistent understanding and belief about reading instruction and an opportunity to reflect on current practice. A leadership team attended the Reading K-8 series, to further inform and sustain our focus on explicit reading pedagogy across the school in 2021. In numeracy, a leadership team was appointed to train in the Big Ideas in Maths and participate in the Numeracy K-8 series to sustain the previous year's focus on numeracy and develop the capacity to deliver High Impact Professional Learning in 2022. All teachers trained in using the Interview for Student Reasoning tool to enable more responsive teaching at student point of need. This will be further developed in 2022 as the COVID learning from home environment halted progress in this activity.

Professional, research-informed dialogue on effective teaching strategies for reading was a focus in Precision in Practice collaboration time with the Principal and Instructional Leader, held twice a term, where student data was used to plan and embed quality practices into teaching and learning. Differentiated coaching and mentoring support was provided by the Instructional Leader, who worked with teachers to co-plan, co-teach and co-reflect on literacy blocks with an explicit focus on reading instruction.

Professional learning and collaborative inquiry aligned to coaching and mentoring has provided a relentless focus on reading instruction, data-analysis and quality learning time dedicated to modelled, guided and independent daily reading instruction. Student learning outcomes in reading have been tracked through the collection and analysis of assessment data and have shown improvement across the board. Numeracy outcomes have also shown improvement, however there has been numeracy intervention for Year 5 students who showed discrepancy between reading and numeracy achievement in the 2021 NAPLAN assessment.

Next year in this initiative we will embed explicit phonics instruction in the K-2 literacy block and further develop the use of the literacy and numeracy progressions to guide explicit and responsive teaching. We will provide staff with feedback on the implementation of their teaching and learning programs to ensure implementation fidelity, through Quality Teaching Rounds and the Performance and Development Framework. This will support further improvement in teaching and learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands in NAPLAN numeracy to exceed the school's baseline..	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has decreased to 31.8%. and progress is yet to be seen on exceeding the school's baseline. There is strong evidence that pedagogical changes are having a positive impact with 41% of Year 3 students in the top two bands in NAPLAN numeracy.
Increase the percentage of students achieving in the top 2 bands in NAPLAN reading to exceed the school's baseline.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has increased to 45.6% and we are progressing toward the annual progress measure.
The percentage of students achieving expected growth in NAPLAN numeracy exceeds the system identified baseline.	The proportion of Year 5 students achieving expected growth in NAPLAN reading is 54.4%, which has exceeded annual progress measure..
The percentage of students achieving expected growth in NAPLAN reading exceeds the system identified baseline.	The proportion of Year 5 students achieving expected growth in NAPLAN reading is 63% and is increasing towards the annual progress measure.
SEF Elements Learning: Student Performance Measures are validated at Delivering.	Self-assessment and External Validation against the School Excellence framework shows the school currently performing at Sustaining and Growing, exceeding the annual progress measure.
SEF Elements Teaching: Effective Classroom Practice is validated at Sustaining and Growing.	Self-assessment and External Validation against the School Excellence framework shows the school currently performing at Sustaining and Growing, meeting the annual progress measure.



Strategic Direction 2: Motivated, connected learners

Purpose

To ensure that all of our learners are challenged and engaged within a high expectations environment, there will be a planned approach to supporting personalised learning and wellbeing needs. Students will be self-directed, reflective and resilient learners who are aware of their own progress and feel confident in working with teachers, parents and their peers to help direct future learning.

Initiatives

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

- Activated learners
- Wellbeing and engagement

Resources allocated to this strategic direction

Socio-economic background: \$20,500.00

Beginning teacher support: \$6,145.00

English language proficiency: \$29,840.00

Low level adjustment for disability: \$115,599.00

Summary of progress

Our focus in 2021 in Strategic Direction 2, Initiative 1 was to continue to develop understanding and expertise in building agency and connection for students through the 4Cs Transformative Learning pedagogy. A further six teachers trained in this High Impact Professional Learning through a learning community with five other local schools, bringing the total school-trained staff to ten. Collaboration and communication strategies have been shared across classrooms and used in whole school professional learning sessions to broaden and embed this pedagogy across the school. Teaching and learning programs show incorporation of the strategies which is supported by improved results on the 'drivers of student outcomes' in the Tell Them From Me student survey, which includes feedback on explicit teaching practices and feedback, expectations for success, advocacy and relevance. While the early signs of positive impact are demonstrated through document analysis and student feedback, the areas within the Tell Them From Me Survey that focus on social and intellectual engagement, such as sense of belonging, interest and motivation, effort and skills-challenge will require a focus in 2022.

This year in Strategic Direction 2, Initiative 2, there was a focus was on student wellbeing through the refinement of the PD/H/PE curriculum with embedded Berry Street Education Model principles. A small team undertook a review of the scope and sequence and explicit learning sequences and re-wrote the K-6 PD/H/PE curriculum with embedded links to access resources, to ensure consistency across the school. The Learning Support Team focused on High Impact Professional Learning for School Learning and Support Officers to ensure they can deliver evidence-based interventions and support ILP goals. Student data indicates 100% of students have increased their phonological knowledge and sight word recognition through their involvement in the MultiLit intervention conducted by SLSOs. This is also reflected in more than half of the students with ILPs showing gains in their reading progress and achievement and 78% of student ILP goals were achieved by students receiving Integration Funding Support. Survey data indicates that all SLSOs feel the professional learning has enabled them to support identified students effectively in the classroom and the playground. In order to support student engagement, the Learning Support Team have also placed a focus on student attendance, with intensive intervention for students with attendance below 85%. Considered and significant differentiated and personalised online learning was provided during the COVID remote learning period, combined with physical resource packs to support high engagement during this time. As a result, the student attendance data has been positively impacted and we are set to meet our annual progress measure.

Next year, there will be strategic teams, including members of the leadership team who will work with 4C Transforming Schools facilitators alongside teachers and leaders from another local school to align the strategies, programming, pedagogy and collaboration into a framework that can be sustained across the school to create classrooms where deep learning and reflection takes place. The revised PD/H/PE curriculum will be implemented and evaluated to support social, emotional, behavioural and intellectual engagement and success. The Learning and Support Team will deliver evidence-based intervention, including MiniLit Sage and MultiLit, using data to identify students at risk. SLSOs will be skilled in supporting the ILP learning goals for targeted students with access to tools that will assist in supporting and evaluating their progress.. The revised Attendance Procedures will be implemented and evaluated to determine the impact of using a whole school, tiered approach.

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
Improvement in the percentage of students attending >90% of the time to be trending upwards towards the school's system negotiated lower bound target.	The number of students attending greater than 90% of the time or more has increased by 3%, demonstrating achievement of the annual progress measure.
Improvement in the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging to be trending upwards towards the school's system negotiated lower bound target.	Tell Them From Me data shows an improvement of almost 3% of reported positive wellbeing, demonstrating achievement of the annual progress measure. This includes an increase in advocacy at school to be just below our upper bound system-negotiated target.
SEF Elements Learning: Wellbeing is validated at Sustaining and Growing.	Self-assessment and External Validation against the School Excellence framework shows the school currently performing at Sustaining and Growing, meeting the annual progress measure.



Strategic Direction 3: School-wide systems

Purpose

In order to drive and monitor whole school, student, teacher and leader improvement we will refine and sustain school-wide systems and processes. Consistent practices for curriculum development and implementation, and effective data analysis and use will result in learning excellence and teaching effectiveness that informs whole school directions.

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.

- School-wide data
- Whole school systems and process

Resources allocated to this strategic direction

Socio-economic background: \$5,300.00

Summary of progress

Our focus for 2021 in Strategic Direction 3 was to develop whole school curriculum and assessment to ensure consistent and effective implementation across the school. We partnered with the leadership teams from two other local schools and collaborated with the Literacy and Numeracy Strategy Advisors (LANSAs) to develop a framework for curriculum planning, implementation and monitoring. This process was informed by the Primary Curriculum Monitoring tool, which identified key areas for review. This year, we have updated our whole school assessment schedule to incorporate diagnostic, on demand tools, as well as the short reading and numeracy assessments and the Check In assessments that are all used to enable reflective and responsive teaching and ongoing monitoring of student progress and achievement. Collaborative planning days were provided to stage teams for big picture planning in English and Maths blocks to integrate key concepts and make learning relevant and meaningful. This type of planning is in the early stages and requires a reset in 2022 to ensure the process is achieving the intended outcomes.

Spirals of Inquiry has been a key driver of improved analysis of student progress and achievement data across the school, providing insight into student learning. The inquiry is led by the Principal and the Executive team twice a term and contributes significantly to a strong culture of collective efficacy. All teachers highly regard this inquiry and it has been made cost-effective through the use of strategic timetabling and teachers using their Release from Face to Face time to engage in this quality discourse. This year, key outcomes from the inquiries include the redesign of the K-2 literacy block to incorporate a phonemic awareness program and decodable texts in response to phonics data elicited through the use of the on demand diagnostic tools. Stage 2 developed a writing continuum for students to peer and self-assess using success criteria to move them forward and Stage 3 utilised the short assessments to map student data to PLAN2 and use this to drive progress and achievement in reading.

Next year, we will continue our collaboration with the two local schools and the LANSAs to embark on the work that was not achieved due to lockdown. The first priority for the Community of Schools will be working with an assessment and reporting consultant to develop A-E rubrics for writing to assist in consistent teacher judgement in using the common grade scale. Our school will also focus on clarifying consistent, school-wide scope and sequences for all curriculum areas. Whilst the K-2 classes will embark on a revised literacy block that incorporates a phonemic awareness program, the primary classes will also further refine their literacy and numeracy blocks to ensure key concepts are systematically taught and assessed, and using PLAN2 to track and monitor progress.

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
SEF Elements Learning: Assessment is validated at Sustaining and Growing.	Self-assessment and External Validation against the School Excellence framework shows the school currently performing at Sustaining and Growing, meeting the annual progress measure.
SEF Elements Teaching: Data Skills and Use is validated at Delivering.	Self-assessment and External Validation against the School Excellence framework shows the school currently performing at Sustaining and

SEF Elements Teaching: Data Skills and Use is validated at Delivering.	Growing, exceeding the annual progress measure.
SEF Elements Learning: Curriculum is validated at Delivering.	Self-assessment and External Validation against the School Excellence framework shows the school currently performing at Sustaining and Growing, exceeding the annual progress measure.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>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"> • Employment of additional staff to provide effective school communication with non-English speaking families. <p>The allocation of this funding has resulted in: Increased capacity of parent/carers to connect with student learning, with the use of interpreter. Partnerships between the school and the parents/carers has been strengthened. Increased involvement of targeted students in extra-curricular activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued employment of a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language and sustain relationships with parents/ carers.</p>
<p>Integration funding support</p> <p>\$159,308.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lindsay Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. 78% of student goals were achieved by students receiving Integration Funding Support.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further develop capacity for school learning support officers to be guided by student PLSPs, ensuring they are supporting individual students to work towards and achieve their goals.</p>
<p>Socio-economic background</p> <p>\$25,800.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lindsay Park 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"> • Activated learners

<p>Socio-economic background</p> <p>\$25,800.00</p>	<ul style="list-style-type: none"> • School-wide data • Wellbeing and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through 4Cs Transformative Learning to support student learning • additional staffing to implement School Garden Project to support identified students with additional needs • professional development of staff through Spirals of Inquiry to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: more strategic use of reading achievement data to identify student need and teaching focus resulting in an uplift of 7% in students achieving in the top 2 bands in NAPLAN Reading. Increased student engagement during class time through the use of the garden as a 'brain break' space for targeted students, as evidenced by fewer classroom referrals for behaviour. Implementation of collaboration and reflection strategies for deeper learning across all stage teams, with evidence of these teaching strategies being used in all classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to use the Spirals of Inquiry model to support data conversations and responsive teaching cycles twice a term to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$10,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lindsay Park 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"> • 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 • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: increased knowledge and understanding of Aboriginal culture and the local stories that are important for our families. Stronger connections with our Aboriginal families with more authentic PLP conversations taking place with 7 out of 11 Aboriginal students and their families.</p> <p>After evaluation, the next steps to support our students with this funding will be: to complete the staff training with the local Aboriginal community members and finalise the aspects of this activity that were put on hold due to COVID, including the creation of our local acknowledgement of country and engaging an Aboriginal artist to help tell our local stories and connect our community.</p>
<p>English language proficiency</p> <p>\$29,840.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lindsay Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$29,840.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Wellbeing and engagement <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 support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: the successful implementation of MultiLit for targeted students. Ten students have undertaken MultiLit in 2021, with 9 of the students receiving at least 3 lessons a week for a minimum of 10 weeks. 100% of students have increased their phonological knowledge and sight word recognition via undertaking the program. 56% of students on MultiLit improved their reading benchmarking levels in 2021. 66% of EAL/D students achieving expected growth in NAPLAN Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further develop staff capacity to design literacy programs that reflect the needs of EAL/D learners, with a focus on using the EAL/D progressions to monitor and track progress throughout the year.</p>
<p>Low level adjustment for disability</p> <p>\$129,219.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Lindsay Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (MultiLit) to increase learning outcomes • employment of LaST <p>The allocation of this funding has resulted in: increased capability for school learning support officers to support and deliver evidence based interventions to support learning and behaviour through targeted professional learning. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. 100% of students involved in MultiLit intervention have increased their phonological knowledge and sight word recognition via undertaking the program. 56% of these students improved their reading level in 2021. 100% of students in Year 3 and 5 are above minimum standard in NAPLAN Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: to strengthen and further expand the evidence-based interventions to include MiniLit Sage for Year 1 and 2 students. We will explore how to make the PLSPs a live document that can be accessed by all involved to ensure they are regularly updated.</p>
<p>Professional learning</p> <p>\$23,459.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lindsay Park Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Professional learning</p> <p>\$23,459.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Collaborative stage planning using evidence-based teaching strategies and reliable assessment. <p>The allocation of this funding has resulted in: learning programs that have clearly stated learning intentions and success criteria, with evidence of learning and culminating tasks identified to ensure consistent teacher judgement and continuity of learning. Teacher capacity to integrate literacy across the curriculum has increased and there is a consistent understanding across stage teams of what a quality literacy block looks like.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further refine explicit teaching of literacy and numeracy through the gradual release of responsibility model. This professional learning will be embedded in allocated stage planning time with the Principal and Instructional Leader, mentoring and co-teaching with the Instructional Leader and exploring the strategies within the 4C pedagogy to activate students as owners of their learning.</p>
<p>Beginning teacher support</p> <p>\$28,011.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Lindsay Park Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice • Activated learners • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning in evidence-based practices • Mentoring provided by Instructional Leader • Additional release from face to face teaching to support mentoring <p>The allocation of this funding has resulted in: beginning teachers clarifying their understanding about reading instruction, implementing evidence-based practices and being provided explicit feedback on their teaching practice, linked to this focus. Survey responses indicate both teachers have increased their confidence to deliver quality reading instruction and observations from IL indicate lesson feedback is implemented.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will not be provided in 2022.</p>
<p>School support allocation (principal support)</p> <p>\$20,303.28</p>	<p>School support allocation funding is provided to support the principal at Lindsay Park Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional school administrative officer

<p>School support allocation (principal support)</p> <p>\$20,303.28</p>	<p>The allocation of this funding has resulted in: increased capability within the office, with aspects of Health and Safety and school maintenance tasks allocated away from the Principal to enable a focus on instructional leadership. As a result, the Principal has more time to commit to activities that directly relate to staff and student learning and improvement including running Spirals of Inquiry.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ a school administrative officer to take administrative tasks away from the Principal, enabling instructional leadership.</p>
<p>Literacy and numeracy</p> <p>\$8,713.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lindsay Park 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"> • Collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in collaborative practice to design teaching and learning programs. <p>The allocation of this funding has resulted in: the development of a consistent approach to planning integrated units of learning with explicit literacy teaching. 100% of teaching and learning programs embed evidence of learning tasks throughout the learning cycle and consistent teacher judgement occurs regularly to ensure assessment validity and evaluation of teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: to do deeper with collaborative planning, using the What Works Best documents and the Reading and Numeracy Guides to unpack the literacy and numeracy block K-6, ensuring consistency, alignment to new syllabus documents and responsive teaching.</p>
<p>QTSS release</p> <p>\$71,756.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lindsay Park 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"> • Collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: improved student achievement in Reading and Numeracy Check In assessment data for years 3, 4 and 6. NAPLAN achievement and progress data indicates Year 3 Reading and Numeracy trending upwards and Year 5 Reading achievement is being maintained. Staff survey data indicates increased confidence in syllabus implementation and using specific learning intentions and success criteria. Professional learning delivered by the Instructional Leader and the Principal is highly valued by staff and is embedded in the learning and development culture of the school. Due to learning from home in 2021, the coaching and mentoring initiative was put on hold for Terms 3 and 4.</p>

<p>QTSS release</p> <p>\$71,756.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to utilise the expertise of a literacy and numeracy Instructional Leader to work shoulder to shoulder with teachers in classrooms, providing modelling, support and feedback on specific focus areas discussed during stage collaboration time.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,860.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lindsay Park 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"> • Collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in:</p> <p>improved student achievement in Reading and Numeracy Check In assessment data for years 3, 4 and 6. NAPLAN achievement and progress data indicates Year 3 Reading and Numeracy trending upwards and Year 5 Reading achievement is being maintained. Staff survey data indicates increased confidence in syllabus implementation and using specific learning intentions and success criteria. Professional learning delivered by the Instructional Leader and the Principal is highly valued by staff and is embedded in the learning and development culture of the school. Due to learning from home in 2021, the coaching and mentoring initiative was put on hold for Terms 3 and 4.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to utilise the expertise of a literacy and numeracy Instructional Leader to work shoulder to shoulder with teachers in classrooms, providing modelling, support and feedback on specific focus areas discussed during stage collaboration time.</p>
<p>COVID ILSP</p> <p>\$74,733.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in reading <p>The allocation of this funding has resulted in:</p> <p>Year 1 - Of the 7 students receiving support, 86% (6 students) made satisfactory progress.</p> <p>Year 2 - Of the 7 students receiving support, 57% (4 students) made satisfactory progress, and 1 student made accelerated progress.</p> <p>Year 3 - Of the 10 students receiving support, 20% (2 students) made accelerated progress, 40% (4 students) made satisfactory progress and the remaining 40% (4 students) did not make satisfactory progress.</p> <p>Year 4 - Of the 12 students receiving support, 17% (2 students) made accelerated progress and 75% (9 students) made satisfactory progress.</p>

<p>COVID ILSP \$74,733.00</p>	<p>Year 5 - Of the 14 students receiving support, 29% (4 students) made significant progress . 7 students made varying levels of progress, impacted largely by attendance to online lessons. Year 6 - Of the 13 students receiving support, 87% (9 students) made satisfactory progress and the remaining 33% (4 students) made accelerated progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: to align the COVID intervention with daily explicit reading instruction from classroom teachers, including alignment of phonemes. Continue to develop oral language as a way to teach comprehension skills. Analyse student data who did not make satisfactory progress through this intervention and refer to the Learning Support Team for next steps.</p>
<p>Whole School Reading PL \$7,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lindsay Park Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Provide high impact professional learning in the area of reading to develop staff capacity to deliver evidence-based reading instruction <p>The allocation of this funding has resulted in: all teaching and learning support staff have been involved in rigorous dialogue and learning in the Reading Guides K-2 and 3-8 and participated in blended learning modules specifically targeting fluency and reading comprehension. The deliverable tasks post professional learning were put on hold due to the extended lockdown period.</p> <p>After evaluation, the next steps to support our students with this funding will be: to use the knowledge and understanding gained from the reading professional learning to develop 5 weekly teaching cycles, based on the teaching and learning framework and informed by What Works Best, specifically the areas of Explicit Teaching and Data Use in Teaching. We also want to co-construct a Lindsay Park shared understanding of reading pedagogy that aligns to the new English syllabus K-2 and 3-10.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	213	204	195	174
Girls	190	189	186	175

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	94.7	93.7	94.3
1	94.1	93.8	92.6	94.1
2	94.5	92.2	93.8	93.6
3	94.2	92.7	94.8	93.4
4	92.9	94	94.1	93
5	93.5	92.8	92.9	93.3
6	95.5	92.2	93.2	91
All Years	94.2	93.1	93.6	93.2
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)	3
Classroom Teacher(s)	12.83
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	177,142
Revenue	3,494,997
Appropriation	3,352,029
Sale of Goods and Services	6,682
Grants and contributions	135,634
Investment income	152
Other revenue	500
Expenses	-3,431,265
Employee related	-3,064,370
Operating expenses	-366,896
Surplus / deficit for the year	63,731
Closing Balance	240,873

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	172,882
Equity Total	195,421
Equity - Aboriginal	10,478
Equity - Socio-economic	25,884
Equity - Language	29,840
Equity - Disability	129,219
Base Total	2,566,073
Base - Per Capita	93,923
Base - Location	0
Base - Other	2,472,150
Other Total	222,137
Grand Total	3,156,514

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

School performance - NAPLAN

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

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



Parent/caregiver, student, teacher satisfaction

Parent/ carer surveys indicate higher than state responses across all areas of the Tell Them From Me questionnaire.

Strengths include:

- Parents feel welcome in the school.
- They can easily speak with their child's teacher.
- School activities are well-communicated in clear, plain language.
- Reports on learning progress are written in terms they understand.
- The school administrative staff are helpful.
- Students are encouraged to do their best work.
- Students are clear about the rules for behaviour.
- Teachers help students who need extra support.
- School staff take an active role to ensure all students are included in school activities.

Areas for further focus:

- Scheduling activities at times when parents can attend.
- More detail about student's social and emotional development.
- Being informed about positive behaviour at school, as well as negative.

Student responses from the Tell Them From Me surveys indicate strengths in:

- Positive relationships, with the percentage agreement higher than state
- Positive behaviour at school shows results higher than state
- Teachers provide explicit teaching practices and feedback with the percentage agreement higher than state
- Advocacy at school remains strong and is higher than state norm
- Significantly lower percentage of bullying instances as compared with state norm

Areas for further focus:

- Sense of belonging has dropped during the lockdown period and this will be an area of focus
- Student interest, motivation and effort is an area where we are seeing a decline as students move from Year 4 through to Year 6. We want to actively engage students in their learning through a high skill/ high challenge approach.

Teacher surveys indicate higher than state responses across all areas of the Tell Them From Me questionnaire, with the exception of Technology. Specific strengths are:

- Leadership - guidance to monitor student progress, create learning opportunities within a safe environment.
- Learning culture - teachers set high expectations and monitor individual student progress
- Collaboration - sharing strategies for student engagement, assessment and learning

Areas for further focus:

- Increased opportunities to observe teaching practice
- creating examples of work that align to the common grade scale for increased consistency of judgement

- assisting students to set challenging learning goals and using technology as a tool to present, feedback and track progress. There is also a greater opportunity to share student learning goals with parents and have them review and comment on their work.

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.