

2021 Annual Report

Lethbridge Park Public School



4408

Introduction

The Annual Report for 2021 is provided to the community of Lethbridge 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.

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School vision

At Lethbridge Park Public School, learning opportunities are inclusive, challenging, personalised and facilitated by dedicated educators.

We are committed to a culture of high expectations, collaboration, data-informed practice and continuous improvement within a safe, respectful learning environment.

We promote excellence, attendance and engage learners through rich, innovative experiences driven by current research and quality practice.

School context

Lethbridge Park Public School has an enrolment of 460 students, including 30% Aboriginal and Torres Strait Islander and 30% Pacific Islander students. It includes a preschool and four support classes for students with autism and mild intellectual disabilities. An enthusiastic and committed staff provide a nurturing environment with differentiated learning experiences to meet the needs of individual students. The school has a strong inclusive and collaborative culture where the expertise and contribution of staff at all levels is highly valued and respected. Lethbridge Park Public School is committed to delivering high quality, innovative programs, including Early Action for Success and Positive Behaviour for Learning.

In 2021 Lethbridge Park Public School's had a Family Occupation and Education Index (FOEI) of 174 and attracted a total of \$6466590 funding, including a base school allocation of \$4847942 and \$1618648 in equity loading.

At the end of 2020 a situational analysis was conducted to review areas of student achievement based on a range of academic and wellbeing measures and the school was self assessed against the School Excellence Framework, identifying a range of school priority areas for consideration in the 2021-2024 strategic improvement plan including:

- An increased focus upon overall student achievement to build upon a traditional record of solid student growth.
- A need to continue to focus upon student attendance as a key way to enhance student outcomes.
- The importance of maintaining positive wellbeing outcomes as noted in the Tell Them From Me survey.
- A considered approach to professional learning, including linking to standards and setting a differentiated and cohesive direction to further enhance effective teaching.
- The importance of further developing embedded educational leadership across all levels of the school to ensure sustained school improvement.

The school has a strong commitment to both promoting aspirational outcomes for students and of creating an educational environment that supports full inclusion for all students in all aspects of school. Lethbridge Park Public School remains well connected with a range of allied organisations including partner public schools, community organisations and performs a range of coordinating functions for the community.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, Lethbridge Park Public School will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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 in Reading
- Effective Classroom Practice in Numeracy

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Socio-economic background: \$981,862.56

Early Action for Success (EAfS): \$34,303.00

QTSS release: \$85,546.04

Literacy and numeracy: \$13,865.42

Summary of progress

Progress in Strategic Direction 1 was impacted by COVID-19, with students engaged in remote learning for 14 weeks throughout the year and a range of operational modifications impacting the school environment. Check in assessments were conducted upon return to school for all students in years 3-6. In 2021, LPPS conducted NAPLAN online, with available data of online vs paper assessment within the SSSG was unavailable. Analysis of check in assessment data showed LPPS performing above SSSG in all areas years 3, 5 & 6. Based on the triangulation of internal and external data, implementing whole school consistent reading practices will become the major focus for 2022.

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
1. Reading - Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated trajectory target in reading of 15.48%. (System negotiated target)	12.5% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target trajectory of 15.48%.
2. Numeracy - Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated trajectory target in numeracy of 9.95%. (System negotiated target)	5.93% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target trajectory 9.85%.
3. Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to approach the school's lower bound system-negotiated trajectory target of 31.14% for reading and 24.5% in numeracy (System negotiated target).	18.18% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress yet to be seen toward the lower-bound target trajectory of 27.14%.
Improvement in the percentage of students achieving expected growth in	The percentage of students achieving expected growth in reading increased to 50% indicating progress toward the lower-bound target

NAPLAN reading to be close to the school's lower bound system-negotiated trajectory target of 55.19%	trajectory 55.19%.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be close to the school's lower bound system-negotiated trajectory target of 56.2%	Percentage of students achieving expected growth in numeracy increased to 51.28% indicating progress toward the lower-bound target trajectory of 56.2%.
Matched Year 4 and 6 students to make equal to or greater than expected growth on 2021 check in assessment compared to 2020.	In 2021 expected growth on check in assessment was not available.
A range of evidence supports the schools self assessment at delivering in student performance measures.	Self assessment against the School Excellence Framework supports the school's self assessment at delivering.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to approach the school's lower bound system-negotiated trajectory target of 24.5% (System negotiated target)	18.75% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress toward the lower-bound target trajectory 20.49%.

Strategic Direction 2: Continuous improvement culture

Purpose

Continuous improvement culture at Lethbridge Park Public School requires all teachers to commit to collaboration, high expectations and innovation, to develop the next generation of problem solvers and global citizens.

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.

- Quality Instructional Leadership & Targeted Professional Learning
- Contemporary Curriculum Design and Delivery

Resources allocated to this strategic direction

Aboriginal background: \$145,907.50

English language proficiency: \$38,469.43

Socio-economic background: \$22,958.57

Low level adjustment for disability: \$277,106.63

Literacy and numeracy intervention: \$58,861.95

Professional learning: \$1,000.00

Summary of progress

Due to the impact of COVID in 2021, LPPS operated remotely for 14 weeks, with students engaged in paper-based learning for years P-2 (supported by online resources) and entirely electronically for students in years 3-6. Curriculum design was significantly modified as a result of the change in delivery mode, however this was a reflection upon the changing context more than links to the strategic direction. Quality instructional leadership and targeted professional learning was primarily focused upon the change in delivery mode and had a significant self-led component. As a result of the impact that COVID-19 has had on staff, there will be a renewed focus in 2022 on embedding collaborative practice across the school, ensuring teachers have the time to work in professional learning communities to sustain and strengthen a continuous learning culture for all.

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
Evidence via the 2021 Schools Excellence Framework self assessment that all teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance (Schools Excellence Framework - Teaching/professional standards/improvement of practice).	100% of teaching staff self assessed against the Schools Excellence Framework as delivering or sustaining and growing against the element teaching/professional standards/improvement of practice, exceeding the 2021 annual progress measure.
Evidence via the 2021 Schools Excellence Framework self assessment that the leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning (Schools Excellence Framework - /leading/educational leadership/instructional leadership	2021 Schools Excellence Framework Self Assessment noted 86.3% of teaching staff assessed LPPS at delivering or greater for educational leadership/instructional leadership, exceeding the 2021 annual progress measure.

{delivering}).	
Increased shift towards sustaining and growing on 2021 Schools Excellence Framework self assessment - The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored (Schools Excellence Framework - Leading/School planning/continuous improvement)	2021 Schools Excellence Framework Self Assessment teaching staff assessed LPPS at delivering for educational leadership/instructional leadership, meeting the 2021 annual progress measure.
Increased shift towards excelling on 2021 Schools Excellence Framework self assessment to show a demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.	2021 Schools Excellence Framework Self Assessment noted that: <ul style="list-style-type: none"> • 62.5% of teaching staff assessed LPPS at delivering or greater for student performance measures/student growth where growth targets are determined for individual students using a range of internal data sources.. • 98.3% of teaching staff assessed LPPS at delivering or greater for learning culture/transitions and continuity of learning that demonstrates positive collaboration with parents and students when planning for continuity of learning. Partnerships with parents were successfully facilitated during COVID lockdown through a range of digital platforms including MS Teams, SeeSaw and ZOOM.
Most students make one year's progress for each school year on a number of internal measures.	Delayed initiatives in Term 3, have required this work to be postponed until 2022. Check-In assessment data was completed indicating school performance above SSSG in reading in Year 5 and 6 and a narrowing of the gap to SSSG in Year 3 and 4. In numeracy, Check-In data indicated school performance above SSSG in Year 3 and 6 and similar to Year 4 and 5.

Strategic Direction 3: Wellbeing and attendance

Purpose

Wellbeing and attendance at Lethbridge Park Public School connects all students, staff, parents and the wider community in supportive and caring ways to ensure all our learners attend school every day, thrive and succeed.

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.

- Improvement in Attendance
- Enhancement of Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$70,536.26

Aboriginal background: \$77,661.00

Summary of progress

Due to the impact of COVID in 2021, LPPS operated remotely for 14 weeks which had a significant impact in the overall attendance and wellbeing of our students. In 2021, there will be a renewed focus on creating opportunities for students to lead and support the wellbeing of others, as well as providing them with opportunities to positively contribute to the culture of the school.

In 2022, the school will be engaging in the Connected Community Strategy. This will see a renewed focus on community engagement, the teaching of Aboriginal language, culture and histories and forming partnerships with government and non-government agencies to further support and improve the educational outcomes of Aboriginal students and all students.

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
1. Increased (uplift) percentage of students attending school more than 90% of the time by 4.5% or above to meet or exceed the school's lower-bound system negotiated trajectory target of 66.33% (System negotiated target)	In 2021 58.52% of students attended school more than 90% of the time, approaching the annual trajectory lower bound target of 66.33%.
2. Decrease the % of students attending less than 80% of the time	In 2021, 31.4% of students in years 1-6 attended school <89.5% of the time.
3. Tell Them From Me survey wellbeing data (advocacy, belonging, expectations) improves to be maintained at or above the lower bound system-negotiated trajectory target of 92.85%	TTFM Snapshot 1, 2021: Positive sense of belonging is at 71% down from 83% in 2020. Advocacy is at 8.1 down from 8.6 in 2020. Expectations is at 8.6 down from 8.8 in 2020.
Measures of of sense of belonging to meet the system negotiated target trajectory lower bound of 85.01% as measured on the Tell Them From Me survey	Sense of belonging in snapshot 1 of TTFM 2021 is at 71% down from 83% in 2020.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,079,503.79</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lethbridge 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"> • Effective Classroom Practice in Reading • Effective Classroom Practice in Numeracy • Contemporary Curriculum Design and Delivery • Enhancement of Wellbeing • 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 support identified students with additional needs • resourcing to increase equitability of resources and services • employment of additional staff to support ensure quality differentiation. <p>The allocation of this funding has resulted in:</p> <p>All classrooms are well resourced, both with human and physical resources, enabling teachers to support students additional learning needs and to ensure a safe, orderly learning environment. Funding supported additional SLSO's, classroom and learning and support teachers. This not only better supported students whilst at school, but also enabled for more support to be offered during the 14 weeks of remote learning. This contributed to improvement in 2021 Check-in Assessment data. In reading, our students performed above students in similar schools across grades 5 & 6. In numeracy, our students performed at or above students in similar schools across grades 3, 4 & 6. Year 4 reading data showed an improvement when compared to 2020 data for that specific cohort.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Ensuring that all staff members have the skills and time available to use data expertly in order to respond to their student's identified learning needs. Further use of this funding to enable collaborative practice and the creation of professional learning communities. Further to this, there will be a more focused approach to deliver professional learning in the effective teaching of reading, along with the refinement and implementation of a whole school learning and support.</p>
<p>Aboriginal background</p> <p>\$223,568.50</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lethbridge 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"> • Enhancement of Wellbeing • Contemporary Curriculum Design and Delivery <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways including literacy and numeracy goals • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process

<p>Aboriginal background</p> <p>\$223,568.50</p>	<ul style="list-style-type: none"> • employment of additional staff, SLSOs, to support literacy and numeracy programs such as Macqlit <p>The allocation of this funding has resulted in: All Aboriginal students were supported to develop PLPs in consultation with families, students and teaching staff (CRT's & AEO). PLP implementation throughout 2021 was impacted by COVID-19, especially family engagement and the ability to provide in class support linked to the achievement of PLP goals. NAPLAN data for 2021 showed that Aboriginal students at LPPS in years 3 and 5 are achieving below State and SSSG. Average NAPLAN scores for our Aboriginal students are below the average scores for Aboriginal students across both the SSSG and the State. This analysis was completed for the reading, writing and numeracy NAPLAN assessments, as these link the closest to the system negotiated targets in SD1. The only assessment where the LPPS Aboriginal student cohort achieved better than the SSSG was in Year 3 writing, where the school's average NAPLAN score was 1.65 points higher than the SSSG average score. However, this average score still fell well below the average NAPLAN score for Aboriginal students across the State. In terms of comparing the Aboriginal students' results to the whole cohort at LPPS, there was a significant difference in average scores. For all assessments mentioned above, the average NAPLAN scores were at least 30 points less than the whole cohort's average NAPLAN scores; in some instances, the difference was greater than 50 points.</p> <p>After evaluation, the next steps to support our students with this funding will be: Whole school PL for all staff on Aboriginal history, language and culture, as well as connection to country, Education Policy and Turning Policy Into Action. Create opportunities for increased family engagement, based on identified needs, and improved connecting between the school and non-government and government agencies. Being part of the Connected Community strategy it is imperative that we develop deep knowledge about our Aboriginal students that will provide the foundation of the kind of relationships that will help close the educational gap for Aboriginal students as well as improving attendance and sense of belonging. Further to this, Aboriginal learning goals will be monitored and celebrated on a 5 weekly basis, with a focus on reading and numeracy goals. Additional Aboriginal literacy resources for the library will be purchased, as well as programs led by local Aboriginal groups Dalmarri and Liven Deadly.</p>
<p>English language proficiency</p> <p>\$38,469.43</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lethbridge 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"> • Contemporary Curriculum Design and Delivery <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 <p>The allocation of this funding has resulted in: Programs were implemented predominantly in K-2 to support EALD students in the emerging and developing phase. This program was significantly impacted by COVID-19 and staffing shortages. Families also found it difficult to engage with remote learning. Data from the EALD survey 2020/2021 showed a shift in students in the developing phase from 63 in 2020 to 39 in 2021. Students in the consolidating phase increased from 7 in 2020 to 15 in 2021. The overall number of students requiring support remained stable, 99 in 2020 and 95 in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Whole school PL on EALD phases and provide quality differentiation in the</p>

<p>English language proficiency</p> <p>\$38,469.43</p>	<p>classrooms as well as targeted support to compliment teaching and learning programs. EALD data tracking needs to be updated termly and effectively communicated.</p>
<p>Low level adjustment for disability</p> <p>\$277,106.63</p>	<p>Low level adjustment for disability equity loading provides support for students at Lethbridge 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"> • Contemporary Curriculum Design and Delivery <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention (MacqLit) to increase learning outcomes <p>The allocation of this funding has resulted in:</p> <p>Additional teachers and SLSO's were appointed to support the identified needs of students. Due to the impact of COVID 19, learning and support teachers were forced to cover classes based on staff shortages. They did however, develop personalised booklets and offer online support for students identified as requiring additional support. Teachers and SLSOs also offered the MacqLit program whilst learning from home occurred. While the school is making progress in reading and numeracy growth targets, there has been little impact associated with reducing the number of students in the lower two bands for reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We have identified the need to review current learning and support practices across the school. This will involve clearly defining and prioritising the learning and support role and providing clarity around learning and support procedures.. Training for all staff around NCCD and development of personalised learning programs (IEPs, PLASPs) and differentiation will need to take place. This, along with developing a bank of external supports and partnerships to support students and families. A whole school student tracking spreadsheet will be developed, utilised and monitored to identify students requiring in class support on a 5 weekly basis. Deputy Principal Learning and Wellbeing position will be created to strengthen whole school learning support practices including the development of flexible, responsive targeted intervention and prevention programs.</p>
<p>Literacy and numeracy</p> <p>\$13,865.42</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lethbridge 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"> • Effective Classroom Practice in Reading • Effective Classroom Practice in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy (Literacy Planet, Mathletics, Wushka) • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Online literacy and numeracy subscriptions were purchased to support remote learning, as well as hands on concrete resources to send home in</p>

<p>Literacy and numeracy</p> <p>\$13,865.42</p>	<p>learning packs. This provided both students and teachers with the opportunity to assess the learning that was occurring and set tasks that were relevant to the curriculum content being taught and to the levels of each student.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, literacy and numeracy funding will be used to support the APCI roles in schools. These finds will ensure HIPL is consistently delivered, as well as resources purchased to support the successful delivery of targeted programs and interventions.</p>
<p>Early Action for Success (EaFS)</p> <p>\$205,815.60</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Lethbridge Park Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice in Reading • Effective Classroom Practice in Numeracy • 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 Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: Whilst the need exists for shoulder-to-shoulder support to occur in classrooms, due to the impact of COVID-19, in class, support of this nature did not occur as regularly as anticipated. The IL was however, instrumental in working with all teams and APs via remote learning to create engaging, differentiated teaching and learning remote learning packs. The IL also worked with all stages to engage and support families, as well as create systems and data collection methods to assess student learning. The IL, along with executive members, analysed both internal and external data to identify targeted, responsive whole school PL.</p> <p>After evaluation, the next steps to support our students with this funding will be: The analysis of internal and external data has identified the need for a narrow and deep focus in reading. A whole school approach to the teaching of reading will be collaboratively developed based on research and the new curriculum and implemented P-6 in 2022. 5 weekly data days, the implementation of data walls and fortnightly collaborative inquiry will support teacher development and improved achievement of student outcomes.</p>
<p>QTSS release</p> <p>\$85,546.04</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lethbridge 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 in Reading • Effective Classroom Practice in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: The impact of QTSS was significantly impacted by COVID-19. Assistant Principals were able to support the implementation of the THRASS program.</p>

<p>QTSS release</p> <p>\$85,546.04</p>	<p>TTFM teacher data indicated that more shoulder-to-shoulder support in class would further benefit their understanding. PL for the implementation of EMU and MAI assessments occurred, providing teachers with valuable data to use in their classrooms. However, due to COVID-19, more pedagogical in class support was required to impact student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, based on triangulation of NAPLAN, Check-in Assessments, TTFM teacher data and the SEF S-as, the school will focus on developing and implementing a contextually relevant performance and development framework, supported by collaborative practice, to create a culture of continuous improvement and support for all staff members.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lethbridge 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"> • Contemporary Curriculum Design and Delivery <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in: Students identified through data were provided with additional, in-class support as well as differentiated teaching. The impact of these interventions was significantly affected by the COVID-19 pandemic. Students who were identified received additional support during remote learning however, not all students engaged in the program which reduced the impact on student outcomes. On return to school, learning programs were interrupted by teacher absences due to COVID protocols. 26 students from Stage 1 were targeted for reading intervention and all demonstrated growth in reading levels. 32% of the group reached or were just below the expected reading level in final assessments, demonstrating growth of 6 to 9 months. 43% demonstrated growth but remained 6 to 12 months below expected reading levels and 12% were referred to the Learning Support Team. By the end of Term 3 during Early Mathematical Understanding sessions, 85% of students were counting forwards and backwards and were able to identify and produce numerals from 0-20 (QuN1 to QuN5 - PLAN 2) by the end of Term 3.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, learning and support processes will be streamlined, communicated and implemented. PL will be provided to all teachers to ensure they are able to identify students who may require adjustments. Student data will be monitored on a 5 weekly basis, allowing support programs to be targeted at the students point of need.</p>
<p>COVID ILSP</p> <p>\$356,457.64</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>

COVID ILSP

\$356,457.64

- leading/providing professional learning for COVID educators
- employment of teachers/educators to deliver small group tuition
- employment of additional staff to support the monitoring of COVID ILSP funding

The allocation of this funding has resulted in:

The COVID-19 pandemic and the shortage of casual teachers significantly impeded the success of this program. Whilst CILSP continued during remote learning, only a few students engaged in the program online. Whilst at school, teachers delivered targeted MacqLit programs to support the needs of identified students and used PLAN 2 and MacqLit assessments to monitor their progress. The number and frequency of lessons was significantly reduced due to COVID and staff shortages. In PLAN2 students were measured in phonological awareness, phonic knowledge and word recognition and fluency. Overall, students moved from working in PhA 4 indicators to working in PhA 5 and 6. In PKW students began working in PKW 3 and moved to working in PKW 5. Fluency also improved for most students from FIY 3 to elements of FIY 4. Using the MacqLit assessment of reading fluency as pre- and post-testing also showed growth in reading fluency for most students. However all students remained under the Term 4 average expected score for their grade and many students were further from the average score than in pre-testing.

After evaluation, the next steps to support our students with this funding will be:

In 2022, the CILSP will continue to focus on the identified needs of our students in reading and numeracy, especially in the K-4 grades. In Semester 2, we will extend the program to target students in our Preschool.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	208	223	210	215
Girls	205	205	189	198

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.9	90	90.4	85.8
1	90.3	87.8	88	85.9
2	88.6	89.2	88.7	87.3
3	92.2	89	85.3	90
4	92.3	92	86.3	89.3
5	87.8	90.6	79.1	89
6	92.2	90.4	85.6	92
All Years	90.1	89.8	86.4	88.4
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)	6
Classroom Teacher(s)	18.06
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	10.52
Other Positions	3

*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	300,157
Revenue	7,064,018
Appropriation	7,030,869
Sale of Goods and Services	21,550
Grants and contributions	11,140
Investment income	458
Expenses	-6,714,001
Employee related	-5,864,498
Operating expenses	-849,503
Surplus / deficit for the year	350,017
Closing Balance	650,175

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	0
Equity Total	1,618,648
Equity - Aboriginal	223,569
Equity - Socio-economic	1,079,504
Equity - Language	38,469
Equity - Disability	277,107
Base Total	3,669,737
Base - Per Capita	107,008
Base - Location	0
Base - Other	3,562,729
Other Total	1,382,648
Grand Total	6,671,033

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

Tell Them From Me students and teacher surveys were conducted in 2021.

Student results include:

- 71% of students feel accepted and valued by their peers and others at school
- 73% of students have friends they can trust and who encourage them to make positive choices
- 95% of students believe schooling is useful in their everyday life
- 75% of students are interested and motivated in their learning

Teacher results include (10 being highest rating):

- school leaders have provided guidance for monitoring student progress (7.3)
- I talk with other teachers about strategies that have increase student engagement (7.6)
- I use strategies to engage parents in their child's learning (7.1)
- I set high expectations for student learning (8.3)

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.