

2022 Annual Report

Lismore Public School



1780

Introduction

The Annual Report for 2022 is provided to the community of Lismore 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

Lismore Public School

Pound St

Lismore, 2480

<https://lismore-p.schools.nsw.gov.au>

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

6621 5366

School vision

At Lismore Public School the students are the highest priority. Every decision is, and always will be in the best interests of the students. Lismore Public School strives to keep students safe, happy and engaged in explicit, meaningful learning. Our vision is for our students to achieve their full potential by valuing and abiding by rights, respect, and responsibility. Teachers implement explicit, quality learning experiences, differentiated to maximise the learning journey of all students. We will do this in close partnership with all parents and carers.

School context

Lismore Public School is a medium sized school supporting both mainstream and support classes. Our school proudly sits on Bundjalung lands where culture is respected and celebrated. Approximately one quarter of our students identify as Aboriginal or Torres Strait Islander. The school actively engages with the broader community to develop positive relationships to enhance the learning aspirations, experiences and outcomes for current and future students.

Lismore Public School has a culture of effective community engagement, high expectation and a commitment to continual improvement. Students are supported by experienced and dedicated staff. Authentic professional learning based on student data and staff need are priorities.

Lismore Public School is a member of The Rivers Academy of STEM Excellence (RASE). As a part of the academy, both students and teachers are provided with the opportunity to collaborate with colleagues from 3 secondary schools and 5 primary schools to engage in STEM based activities and professional learning. Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to focus on the areas of effective feedback, assessment and collaboration. Investigations in how teachers can successfully engage in authentic collaboration and professional learning will be conducted by the leadership team. Staff have identified the need to have opportunities to regularly observe lessons, engage in mentoring and consistent teacher judgement. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Staff are committed to developing and accessing high quality formal assessment tasks which will drive differentiation for all students, particularly our high achieving students. Continual monitoring of student performance data will determine areas of growth and need at an individual, class and school level. The involvement of the whole school community in this process will be essential for success.

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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
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 improve student learning outcomes in Reading and Numeracy, student assessment data will be regularly analysed, school-wide, to identify student achievements and progress. This will be used to reflect on teaching effectiveness and inform future directions. All teachers will be committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Initiatives

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

- Improved data skills and use
- Effective classroom practice

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$56,000.00

Per capita: \$44,000.00

QTSS release: \$28,000.00

Socio-economic background: \$51,000.00

Integration funding support: \$161,359.00

Low level adjustment for disability: \$184,733.74

Aboriginal background: \$75,572.00

Summary of progress

In 2022 the teachers at Lismore Public School maintained the 'Folder of Evidence' system to keep assessment records for students across each class. This was supported with a school wide assessment schedule that embedded all areas of the curriculum and included the implementation of the new K-2 Syllabus. As a Self-Selector School, the K-2 Syllabus implementation was also supported by ongoing professional learning opportunities which were embedded into K-2 teacher Personal Development Plans (PDP's). Assessment records were transferred into One Note to allow leadership team access for monitoring through Stage Team discussions. Stage meetings were held 7 times per term to ensure consistency, ongoing PL and collaborative practices. Some staff still found recording on One Note challenging and required significant support and monitoring to do this. Staff also found some of the Assessment tools to be time consuming and not providing data reflective of what was occurring in the classroom. This process will continue to be streamlined with APC&I input and implemented as part of our 2023 Plan.

Teachers participated in regular learning conversations with their Stage Assistant Principal, under the guidance of the APC&I (which includes one full time APC&I and one part-time position) and notes from these conversations were uploaded to OneNote. The APC&I also had 1:1 informal discussions with each teacher to determine what support, guidance and PL they required. These discussions guided professional learning and programming for individual students, classes and stages. The APC&I role also supported teachers in developing strategies to collect, enter and interpret PLAN2 data. The data was regularly discussed between the APC&Is, Stage Assistant Principals and with teachers in Stage meetings. This also included teacher observations, lesson evaluations and alignment to the NSW Teaching Standards. In order to ensure consistency of teacher judgement across K-6, this model will change slightly in 2023 and the APC&I will undertake all learning conversations, lesson observations and PDP conversations with teachers and Stage APs which will include a focus on the implementation of the 3-6 Syllabus and PLAN3.

This year did see much disruption in the form of a natural disaster which greatly impacted upon and effected students, staff, the wider community and school infrastructure. This event in Term 1 resulted in the non-operational status of Lismore Public School for a number of weeks, followed by the ongoing psychological trauma and housing crisis. We had approximately 80 students leave the school, with some still on a shared enrolment. This impacted teaching practices, saw a spike in student behaviours, and an increase in staff absences. Well-being and welfare became a priority for the school. This led to many curriculum, assessment, PL and new initiatives being delayed or not being achieved. These processes and practices will again be reviewed as part of our 2023 Plan, but well-being will remain a key focus.

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
<p>Increase the proportion of students achieving in the top two bands in NAPLAN Reading and Numeracy by 9% against the system generated baseline data.</p> <p>Australian Benchmark for word recognition</p> <p>Year 1 students- To have 50% of our students at or above the 50th percentile.</p> <p>Year 2- 60% of students at or above the 50th percentile.</p> <p>Year 3- - 75% of students achieve at or above a score of 300 by the end of term 2.</p> <p>Year 4- For all students to achieve significant growth in word recognition. To have 90% of students with a score of 300.</p> <p>Phonological Awareness</p> <p>75% of kindergarten students, at the end of the year, show awareness in all areas of the Phonological Awareness Diagnostic Assessment including advanced phonemic awareness.</p> <p>85% of year 1 students, at the end of the year, show awareness in all areas of the Phonological Awareness Diagnostic Assessment including advanced phonemic awareness.</p> <p>Initial sounds</p> <p>At the end of the year 85% of students K-2 identify and articulate all initial sounds.</p> <p>Reading comprehension</p> <p>90% of students in years 3-6 show growth in reading comprehension as measured by the department's short assessments listed in the assessment schedule.</p>	<p>The Australian Benchmark (Magic Words) for word recognition has been implemented across stage 1 and stage 2 in 2022. All students were assessed throughout the year and data was tracked to analyse growth. The Learning Support Team did focus small group tuition as 10 week programs. 100% of students that attended this program demonstrated significant growth in their word recognition from pre and post assessments.</p> <p>The Phonological Awareness is fed into our PLAN2 data.</p> <p>Initial Sounds data was completed in 2022 with all student across Kindergarten involved in the program. Current 2022 and future 2023 staff all completed training in the 'InitialLit' program. InitialLit is an evidence-based whole-class literacy program that will provide essential core knowledge and strong foundations to become successful readers and writers covering the first three years of school (Kindergarten to Year 2).</p> <p>The Reading Comprehension program was delivered across stage 2 and 3, measured by the DoE short assessment schedule. >90% of students achieved growth across these assessments, with some students displaying significant growth between early 2022 and up to and including October 2022.</p>
<p>NAPLAN Growth</p>	<p>2022 NAPLAN data for year 3 indicates 24% of students were in the top two skill bands for reading indicating which was an 3% increase from 2021 which exceeded the system negotiated target.</p> <p>2022 NAPLAN data for year 5 indicates 18.5% of students were in the top two skill bands for reading indicating which was an 3% increase from 2021 which exceeded the system negotiated target.</p>
<p>School Excellence Framework</p> <p>The school is self assessed and validated at the Sustaining and Growing level of both the Curriculum and</p>	<p>Self- assessment against the School Excellence Framework shows the school currently performing at delivering in both the Curriculum and Assessment Elements of the School Excellence Framework.</p>

Assessment Elements of the Learning
Domain of the School Excellence
Framework.

Strategic Direction 2: Capacity Building

Purpose

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

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.

- Build Capacity of Teachers
- Build leadership Capacity

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$124,686.00

Per capita: \$5,900.00

Professional learning: \$28,141.00

Summary of progress

Lismore Public School continued to be a member of the Rivers Academy of STEM Excellence. The school contributed to the funding of a project officer to support the program across schools within the academy. The school has traditionally used an externally purchased program to develop programs for all Key Learning Areas except Literacy and Numeracy. Programming included STEM and design thinking but it was not the focus of the units taught. Staff agreed to trial developing their own units to focus on the design thinking process in programs. Additional release was provided to a teacher with expertise in this area to lead staff in the collaborative programming process to address learning outcomes. All teaching staff participated in professional learning through RASE in the design thinking process and embedding design thinking in Literacy. SLSOs also engaged in design thinking professional learning. Teaching staff used hexagonal planning to develop stage specific units and were provided with time to do this as part of whole school staff meetings. Staff value the inclusion of a STEM focus. Effectiveness was monitored in 2022 and staff continued to build their capacity in the use of the design thinking process through professional learning and collaboratively planning. In 2023, we will embed a Team Teaching approach and units will be designed and delivered in 5 week installments.

In 2022, the Assistant Principals spent time in executive meetings developing a shared understanding of expectations for PDPs and the type of feedback that would be provided. This then led to the APC&I developing a matrix based on 'Smart Goals' in order to provide consistency across K-6 with the PDP process. To support collaborative dialogue a series of guided questions was developed based on the What Works Best Document for use with teachers when developing goals and monitoring progress. Notes from these conversations were uploaded to One Note. Analysis of these notes identified that the quality and focus of feedback provided to staff about PDPs and programs was inconsistent. Coaching and mentoring staff will again be a focus for executive staff in 2023. The plan to include lesson observations as part of the PDP process was impacted significantly by Natural Disasters and COVID disruption to face to face learning as well as the lack of available casual staff. Incorporating lesson observations into the PDP process will again be a focus for 2023 with the APC&I undertaking all lesson observations and a timetable will be developed that allows for the focus of the observation to be negotiated, the lesson observed and feedback provided.

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
<ul style="list-style-type: none">• School Excellence Framework The school is self assessed and validated at the Sustaining and Growing level of both the Effective Classroom Practice and Data skills and use Elements of the Teaching Domain of the School Excellence Framework.	Self Assessment against the School Excellence Framework shows the school currently performing at delivering in the elements of Effective Classroom Practice and Data Skills and Use.

<ul style="list-style-type: none"> • School Excellence Framework The school is self assessed and validated at the Sustaining and Growing level of the Educational Leadership Element of the Leading Domain of the School Excellence Framework. 	<p>Self Assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Educational Leadership.</p>
<ul style="list-style-type: none"> • Improvement in Tell Them From Me student wellbeing survey data by an uplift of 6% from the system identified baseline. 	<p>Our school has a PBL focus and in 2022, 82% of students across 4-6 demonstrated positive behaviour at school and meets the system identified baseline.</p> <p>The impact of natural disasters on the school community saw a decrease of 6% in student 'feeling of belonging' compared with 2021 data.</p>

Strategic Direction 3: Wellbeing

Purpose

In order to maximise the learning outcomes for every student, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

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.

- Improved Attendance
- Improved Social Support

Resources allocated to this strategic direction

Socio-economic background: \$233,715.00

QTSS release: \$23,714.45

Professional learning: \$5,000.00

Location: \$1,923.00

Integration funding support: \$70,000.00

Per capita: \$10,000.00

Summary of progress

At the start of the school year all teachers were reminded to implement strategies in their own classrooms to support improved attendance. Staff shared new, effective and engaging strategies with colleagues in whole staff, stage and PBL meetings. Scout data indicated a slight improvement in attendance in 2021, however the impact of COVID did transfer into 2022. Our school community was then devastated with a flood (natural disaster) which saw an immediate decrease in enrolment from March 2022, to an ongoing decline in attendance over term 2 as families tried to re-build and find accommodation. We had >80 students leave the school with some of these still on a shared enrolment between schools.

SENTRAL data indicates that staff are making more regular contact with families to address non attendance and this is being done within the required time frame. This structure will remain in place and will be extended to focus on students whose attendance falls below 90%.

Staff surveys indicate that the majority of teachers feel they are aware of their responsibilities regarding roll marking and the correct use of absence codes and the process used for this but daily monitoring shows that this is inconsistent. As a result current systems and processes will remain in place and data will continue to be monitored.

Lismore Public School continues to focus on the well-being of our students by implementing strategies to improve social supports within the school. Data indicates that whilst there has been some improvement in students' belief that teachers support them with their learning more work needs to be done in the areas of students supporting each other with their learning and ensuring classrooms are free from negative personal comments and put downs.

Planned professional Learning for staff in the Social support element of the Quality Teaching Framework was impacted by natural disaster disruption and staffing changes during 2022.. In term 4 a Student Support Officer - Recovery Strategy, was appointed to our school to support student well-being, attendance and engagement. In 2023 the 'Stormbirds' program will commence as a social skills and well-being initiative.

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 attending >90% by an uplift of 16% from the system identified baseline.	34.1% of students attended >90%. This is a decrease from 53.8% in 2021, however we did see a significant decrease in attendance across the school between March and June 2022 due to the impacts of the flooding.

<p>Increase the percentage of students attending >90% by an uplift of 16% from the system identified baseline.</p>	<p>In semester one the K-6 attendance rate was 79%. This then increased to 82.4% in semester two.</p> <p>These results are positive due to the challenges that the students and wider community faced from March, 2022 onward from the natural disaster.</p>
<p>School Excellence Framework</p> <p>The school is self assessed and validated at the Sustaining and Growing level of both the Learning Culture and Wellbeing Elements of the Learning Domain of the School Excellence Framework.</p>	<p>Self Assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning Culture while the element of Wellbeing is Sustaining and Growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$231,359.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lismore 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"> • Effective classroom practice • Improved Social Support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] <p>The allocation of this funding has resulted in the following impact: A group of SLSO staff were employed to ensure each student with funding had support staff to assist with their learning, and for the classroom teacher to have assistance with their teaching and the delivery of differentiation where needed according to the ILP/IEP.</p> <p>After evaluation, the next steps to support our students will be: Maintain the consistency with the SLSO staff for each student to ensure rapport between student/teacher/SLSO is continued into 2023, so that the SLSO remains with the student into the new school year.</p>
<p>Socio-economic background</p> <p>\$284,715.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lismore 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 • Improved Attendance • Improved Social Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • employment of additional staff to support program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students and teachers have the support of an SLSO to improve student social skills, behaviour, well being and attendance. - Programs and initiatives delivered to engage disadvantaged students such as free and subsidised programs and educational incursions. - Aboriginal staff members employed to improve targets for Aboriginal students for attendance, reading and numeracy. - APC&I team to build teacher and SLSO skill-set through targeted professional learning activities, including in LISC. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Exec team (including APC&I staff) to continue to build teacher capacity - School to look into initiatives to improve student attendance in 2023 - Training to be undertaken by all staff in 2023 regarding Aboriginal Education
<p>Aboriginal background</p> <p>\$75,572.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lismore 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</p>

<p>Aboriginal background</p> <p>\$75,572.00</p>	<p>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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: An ACLO was employed for 9 hours per week to engage students in cultural activities. Boys and Girls groups are run each week. The school also has language embedded into its daily practices. We also employ two SLSO's that identify as Aboriginal that assist Aboriginal students in the classroom and playground.</p> <p>After evaluation, the next steps to support our students will be: These initiatives will continue into 2023.</p>
<p>Low level adjustment for disability</p> <p>\$184,733.74</p>	<p>Low level adjustment for disability equity loading provides support for students at Lismore 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"> • Effective classroom practice <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 • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: This funding was used to increase the hours and amount of SLSOs in the classroom to ensure each child maximises their learning gains in each year. An additional Learning & Support teacher is employed to run Learning & Support as an extension to the COVID learning initiative where targeted initiatives support specific students based on assessment data that is continually collected and evaluated, so that students start and finish the learning program in small blocks throughout the year once they achieve the Learning Goal set. An additional classroom teacher is employed to assist with RFF so that staff in K-2 were able to complete PL in 2022.</p> <p>After evaluation, the next steps to support our students will be: This staffing initiative will continue into 2023, with all classrooms having access to an SLSO. A Learning & Support teacher will be funded using the COVID semester 1 funds and increased in allocation with Learning Support. All classroom teachers will continue to be supported with APC&I reflection time and team teaching initiatives that focus on new syllabus implementation.</p>

<p>Location</p> <p>\$1,923.00</p>	<p>The location funding allocation is provided to Lismore Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Social Support <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: The majority of students being able to participate in excursion and incursions.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide opportunities to increase student engagement at school which will impact positively on rates of attendance.</p>
<p>Professional learning</p> <p>\$33,141.00</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 Lismore 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"> • Build leadership Capacity • Improved Social Support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning for executive <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - A large proportion of these funds went to training staff in InitialLit. - The APC&I staff completed PL in the LEED Project (Leading, Evaluating, Evidence & Data) - PL was provided to staff as per their PDP Goals <p>After evaluation, the next steps to support our students will be: 2023 PL funding will support staff in engaging in New Syllabus courses as well as PDP initiatives.</p>
<p>QTSS release</p> <p>\$51,714.45</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lismore 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"> • Improved data skills and use • Improved Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Greater collaboration within stage teams to identify, collect, analyse and utilise meaningful data to inform best teaching practice.</p> <p>After evaluation, the next steps to support our students will be: To embed the collection and use of data in teaching practice and align this with the implementation of an authentic, effective whole school assessment schedule.</p>

<p>COVID ILSP</p> <p>\$156,546.00</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 2022.</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 educators to deliver small group tuition • staff analysed school and student data to identify students for and monitor progress of small group tuition groups • provided targeted, explicit instruction for student groups in literacy and numeracy • Development of resources and planning of small group tuition • Professional learning undertaken by COVID educators • Provide additional in-class support for some students • Regular monitoring of students as they transition back into classrooms <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieved significant progress towards identified outcomes in the areas of focus, with 20% of students in Years 1-3 achieving Stage levels. In Years 4-6 all students showed significant growth in both phonemic awareness and reading. In Numeracy 84% of students correctly answered the Quantifying Number questions and 85% answered the Number Patterns and Algebra questions correctly in the the Term 4 Check-in Assessment.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Funding is being provided for the first six months of 2023. The school learning and support processes have been revised and will include the implementation of Minilit as the school's early years intervention program. The Bridging the Gap program for Years 4-6 will continue. Students will continue to be regularly monitored as they transition back into classrooms. Providing additional in-class support for some students will continue to be a priority.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,686.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Improved data skills and use • Effective classroom practice • Build Capacity of Teachers • Build leadership Capacity <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APCI collaborated with classroom teachers to build capacity of evidence-based teaching strategies <p>The allocation of this funding has resulted in the following impact: The embedding of evidence based teaching strategies, including comprehension activities and Number Talks, into classroom practice as indicated by positive student survey responses and greater enthusiasm for learning.</p>

AP Curriculum & Instruction

\$180,686.00

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

Continued focus on evidence based teaching practices in classrooms to further support student growth and attainment in Literacy and Numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	148	147	135	113
Girls	125	103	84	78

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.2	86.2	81.8	84.7
1	90.2	83.3	85.1	83.9
2	89.6	85.7	85.8	81.8
3	90.8	86.6	88.2	81.9
4	89.8	85.9	87.8	79.2
5	88.9	83.6	86.8	83.8
6	92.2	84.4	88.1	84.6
All Years	90.0	85.1	86.6	82.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	6.2
Classroom Teacher(s)	12.76
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	7.32

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	889,482
Revenue	5,041,271
Appropriation	4,896,198
Sale of Goods and Services	5,347
Grants and contributions	134,926
Investment income	3,865
Other revenue	936
Expenses	-4,716,647
Employee related	-4,237,306
Operating expenses	-479,341
Surplus / deficit for the year	324,624
Closing Balance	1,214,105

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.

	2022 SBAR Adjustments (\$)
Targeted Total	231,359
Equity Total	545,057
Equity - Aboriginal	75,572
Equity - Socio-economic	284,751
Equity - Language	0
Equity - Disability	184,734
Base Total	2,783,985
Base - Per Capita	59,900
Base - Location	1,924
Base - Other	2,722,161
Other Total	894,297
Grand Total	4,454,698

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

In 2022, the school conducted the Tell Them From Me survey for students and parents. The results from these surveys are as follows:

Parents believe we have an inclusive school and that they support their child's learning at home. The school and state norm for 'school supports learning' was almost identical. Parents believed teachers hold high expectations for students, that they encourage students to do their best and the school takes into account each student's needs, abilities and interests. An area for improvement is two way communication and the school will seek to address this in 2023.

Student survey results showed 82% of our students believed they engaged in appropriate behaviour at school compared to the state norm of 83%. Students also agreed that teachers hold high expectations for their success. Our students' positive sense of belonging is an area for improvement in 2023.

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.