

2022 Annual Report

Lambton Public School



LAMBTON PUBLIC SCHOOL

2366

Introduction

The Annual Report for 2022 is provided to the community of Lambton 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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Message from the principal

Despite a number of ongoing challenges throughout 2022, the students and staff of Lambton Public School still managed to move forward, grow and thrive. For many teachers, students and their families, 2022 was the year in which they first contracted the Covid-19 virus. It was a year in which many people endured not one, but multiple rounds of illness and therefore they had to be absent from school or work. The ongoing impact of illness was felt throughout the year and our students and teachers needed high levels of flexibility with changing routines and some level of adaptability as teachers stepped outside their normal roles to ensure continuity of education. Despite the ongoing impact of illness and absence, our school's 2022 NAPLAN results were outstanding and contributed to the school meeting or exceeding all of the 2022 Premier's Priority academic targets. After 2 years of improved results there is a strong upward trend in all areas of assessment. Our school is performing above the State and Statistically Similar School Group averages for ALL areas of testing in Year 3 and Year 5. These results reflect a sustained and concerted effort by the teaching staff to continually improve what we do, with students at the forefront of our planning and we are incredibly proud of this.

Our school also thrived in other ways in 2022. Firstly, through the successful establishment of an autism support class as we helped 6 new students and 2 staff settle into Lambton Public School and build strong connections with our wider community. Secondly, through the sustained and ongoing fundraising efforts of our hard-working P&C which contributed to the purchase of new playground equipment for the asphalt area, due to be built at the beginning of 2023. Finally, our students thrived through the many extra-curricular activities that we were able to coordinate again, following 2 years' of restrictions. School life started to feel a little more 'normal' in 2022 as many much loved activities were re-introduced. The overnight Stage 3 excursion to Bathurst is one such example that through rigorous planning, went off without a hitch and gave these students a wonderfully rich learning experience.

I would like to thank our students, staff and families for their ongoing support and contributions to school life throughout 2022, despite many disruptions and changes to routine, 2022 was a great year with many things to celebrate and be thankful for. We look forward to continual growth and development in 2023.

David Holland

Principal.

School vision

Students achieving their personal best in a supportive and inclusive environment is at the heart of what we do at Lambton Public School. We aspire to build students' skills and values through evidence-based and engaging learning experiences while balancing the academic, social and emotional needs of each child. We hold high expectations for all, such that, every student, every teacher and every leader improves every year.

School context

Lambton Public School opened in 1865 and has a long and proud history of educating students K-6 across multiple generations. The school is located west of Newcastle and serves an active and engaged community. The school is quite diverse with low, medium and high socioeconomic groups equally represented within the school. The Family Occupation Education Index for Lambton is 66 (2022).

Lambton Public School has 23 teaching staff, including two itinerant teachers, and a student enrolment of 342 (2022). Within the student population, approximately 7% are Aboriginal and 16% are from a Language Background other than English. The school seeks to develop strong partnerships with parents and works collaboratively with a dedicated P&C towards school improvement. Parents and students value access to a broad range of extra-curricula opportunities in relation to sport, creative and performing arts and using technology which allow students opportunities to excel.

In developing this plan, the school completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It builds upon work undertaken in the previous planning cycle to improve teacher capacity and lift student achievement.

A strong commitment to lifting student achievement with respect to the foundational skills in literacy and numeracy is central to the school's focus in this strategic improvement plan. This focus will be aligned with NSW's stated aim to lift the overall performance of all students in the targeted areas of reading and numeracy. Utilising improved methods of data collection, analysis and reflection to ensure teaching is targeted, personalised and responsive to the needs of individual students will be key initiatives that aim to drive improvement and lift student achievement.

The school will embed a consistent, evidence-based pedagogy centred around explicit instruction across the school to ensure the development of a culture of high quality teaching and learning and effective classroom practice. Professional learning, opportunities for collaboration amongst staff and a shift towards evaluative practice will be key elements to support the ongoing growth and development of all staff.

Given the strong research base highlighting the connection between higher levels of wellbeing and higher academic achievement, better overall mental health and a more pro-social and responsible lifestyle, the school will strengthen existing wellbeing practices through implementing strong, evidence-based social and emotional initiatives, strategies to lift student attendance rates, and improved transition programs.

Consultation with Muloobinbah AECG with respect to the Turning Policy into Action document has resulted in key initiatives aimed at strengthening partnerships with families, building cultural knowledge and improving educational outcomes for Aboriginal students.

To achieve the school's stated objectives, the majority of the schools' equity and flexible funding will be used strategically to support initiatives developed in this plan. Some funds will be used to support other activities and key initiatives not embedded in this plan.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to develop strong foundational literacy and numeracy skills in students, we will implement and embed a whole-school model of explicit teaching.

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.

- Explicit teaching English
- Explicit teaching Maths

Resources allocated to this strategic direction

Socio-economic background: \$39,811.46

Professional learning: \$25,071.01

Literacy and numeracy intervention: \$48,266.80

QTSS release: \$67,576.52

Literacy and numeracy: \$10,678.31

Aboriginal background: \$7,648.54

Summary of progress

Explicit teaching English

The introduction and implementation of the 'The Literacy Collective' (TLC) literacy initiative (K-2) and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) online reading assessments were the main areas for enhancing explicit teaching practice in 2022. K-2 staff were trained in delivering TLC with a strong emphasis on the 'big six' literacy skills - oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension. Professional learning was differentiated for individual staff and focused on both developing knowledge of these areas and how to effectively deliver the content to students. In Semester 1, the Early Stage 1 and Stage 1 Assistant Principals developed assessment schedules and data collection tracking tools to assist their teams in establishing assessment snapshots showing student skills and to drive the teaching and learning programs, monitoring student progress over a 5-weekly cycle. A focus of training also involved the effective use of decodable texts in teaching reading and the importance of using these texts when planning and preparing to implement the new K-2 syllabus. Significant resources were dedicated to producing reusable class resources and games to support TLC. When evaluating TLC, it was clear that implementation has resulted in a significant shift in how teachers program and deliver the components of a quality literacy program in K-2 classrooms. By implementing TLC, we have seen a positive impact on teaching practice and student attainment in English. There is also a strong alignment with TLC and the new K-2 English syllabus, specifically with respect to phonics, phonemic awareness, spelling and vocabulary.

In Semester 2, a model of coaching and mentoring was established which was supported through observation of classroom practice and team teaching with the instructional leader. Evidence-based explicit teaching strategies such as engagement norms and inclusion of examples and non-examples were the targeted areas for staff development. Also in Semester 2, all teachers K-6 were successfully trained in delivering the DIBELS reading assessment. Teachers were given opportunities to practise the delivery of these assessments on a demonstration platform before then assessing individual students in their class during Term 4. This work provided the school with more detailed baseline data about students' reading skills with respect to the 'big six' literacy skills and contributed to our ongoing work towards data-driven practice in Strategic Direction 2.

Next year in this initiative the focus will be on continuing to embed TLC in school practice while beginning to strengthen assessment practices in English that allow for better monitoring of student progress. Further professional learning will be delivered to support staff in using decodable readers to more effectively align with student development and need. Strengthening the explicit teaching of comprehension K-6, aligned with TLC, will also be a strong area of improvement. Finally, exploring how the new Assistant Principal, Curriculum and Instruction can continue to support explicit teaching initiatives and evidenced-based practice in this area of work will form the basis of work for the start of 2023.

Explicit teaching Maths

In order to establish a consistent whole-school pedagogical approach to teaching Maths, a pedagogy coach was employed throughout 2022 to deliver professional learning and build staff capacity to embed explicit teaching practices through the development and delivery of daily reviews in Maths. Unlike in 2021, all 3-6 teachers were engaged in this

professional learning which was a change from the previous 'Lighthouse Teacher' model, however lighthouse teachers continued to be models of high quality practice supporting the development of their colleagues. Staff were engaged in a variety of professional learning opportunities which included collaborative professional learning days and self-reflection opportunities to focus on active student engagement. Professional readings, peer walk throughs and observations of teaching practice by the pedagogy coach and instructional leader provided further feedback on implementation to individual teachers and enhanced staff success with delivery.

As staff capacity and understanding developed, staff were guided and supported to develop targeted, class-specific and differentiated daily reviews using the provided scope and sequences and through analysing student data sources. Once staff demonstrated a growing competency in this area, they worked in stage teams to analyse and evaluate the provided scope and sequences to better align it to the New South Wales Mathematics syllabus. By the end of 2022, 3-6 were planning, delivering and adjusting daily reviews regularly based on their class needs. Analysis of teaching programs demonstrated that modified scope and sequences, student data and lesson planning to meet and address the individual needs of students in each classroom was improving. The development of daily reviews showed a growing confidence and improved understanding of the explicit components of modelled, guided and independent practice. Staff reflections on their own professional growth and blossoming pedagogy showed a common belief that the effectiveness of Mathematics lessons had improved. Staff were reflecting more on teaching practice and annotations included student observations and where to next strategies, noting students who required support and extension.

Next year in this initiative, the focus will shift to providing professional learning, coaching and support as K-2 staff begin to design, deliver and evaluate daily reviews in their classrooms. In 3-6 classes, efforts will move from designing effective daily reviews to designing explicit core content lessons more regularly while maintaining the practice of daily review established in 2022. Further research and development is still required to determine better ongoing assessment of students learning to inform the where to next in the teaching cycle and for tracking student progress K-6.

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
Percentage of students achieving top 2 bands in reading increases from 43.5% (baseline) to 50.5%.	59.0% of students are now in the top two bands (NAPLAN) for reading indicating improvement of 7.2% from the previous testing period.
The percentage of students achieving expected growth in reading increases from 62.6% (baseline) to 66.8%	Because NAPLAN was not conducted in 2020 due to the Covid-19 pandemic, we are unable to report the percentage of students that achieved expected growth in reading in 2022.
Percentage of students achieving top 2 bands in numeracy increases from 27.1% (baseline) to 35.6%.	45.2% of students are now in the top two bands (NAPLAN) for numeracy indicating improvement of 14.9% improvement from the previous testing period.
Percentage of students achieving expected growth in numeracy increases from 62.2% (baseline) to 66.0%.	Because NAPLAN was not conducted in 2020 due to the Covid-19 pandemic, we are unable to report the percentage of students that achieved expected growth in numeracy in 2022.
School Excellence Framework (SEF) elements of differentiation, explicit teaching and feedback in teaching are working towards achieving 'sustaining and growing'.	Self assessment against the School Excellence Framework shows that the school has maintained delivering for the elements of differentiation, explicit teaching and feedback in teaching and are beginning to work towards 'sustaining and growing'.

Strategic Direction 2: Evidence-based practice

Purpose

To ensure that learning programs are effectively meeting the needs of all students, we will establish strong systems of using data and evidence-based practices to guide teaching and learning.

Initiatives

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

- Data-driven practice
- Effective classroom practice

Resources allocated to this strategic direction

Summary of progress

Data-driven practice

Although there were a number of ways in which we strengthened data-driven practices in 2022, it would be fair to say that there were a combination of factors that contributed to the school making less progress overall in this initiative than we had originally intended. These factors included: underestimating the significant time and resources that were required in Strategic Direction 1 to support the implementation of the explicit teaching of English and Maths, ongoing and sustained staff absence throughout 2022 impacting professional learning, and the lack of a consistent whole-school framework to support data-driven practice in classrooms K-6. However, throughout 2022 the K-2 teachers quickly adjusted to having extensive data sources obtained through implementing the TLC program that supported data-driven practices in English. The Assistant Principals and the instructional leader invested significant time in building the systems and tools that allowed teachers to better record and analyse student literacy data. With these systems in place, teachers were better able to establish regular assessment and recording of student achievement with respect to phonics, phonemic awareness, fluency and spelling within the confines of the TLC program. Towards the end of the year, the teachers were becoming more proficient at analysing student data and planning learning interventions at the point of need. This work will continue in 2023.

Linked with work in Strategic Direction 1, significant time and resources were dedicated in Semester 2 to training staff and establishing efficient means of individual assessment in administering DIBELS reading assessments to all students K-6. Teacher guided assessments were successfully delivered to all students in Term 4 which provided the school with more relevant baseline data with respect to specific reading skills. Staff began to familiarise themselves with the online Amplify software where DIBELS assessment data was stored and the reports contained within the Amplify platform that inform teaching and which support the identification of students requiring intervention. Although staff proficiency with DIBELS improved as the year progressed, further support will be required to embed the use of these assessments in regular practice.

In the 3-6 classes, teachers regularly analysed Maths data from Check-in, NAPLAN and class assessment to better inform the development of their daily reviews. While teachers continued to develop proficiency with using these data sources to design and deliver targeted daily reviews, building their ability to obtain instant feedback on student achievement while delivering daily reviews was a strong area of focus. Looking at student responses and work samples to check for understanding was a strong focus throughout 2022 to build teacher confidence with decision making about when to rest content that had been mastered by a significant percentage of the students and when to reintroduce it for consolidation. Ongoing evaluation of each teacher's daily review slides in Maths, highlighted a growing proficiency in data-driven practices in each class.

Next year in this initiative, we would like to research a suitable framework that supports a regular cycle of data-driven practice which, regardless of the area of focus, teachers could build familiarity and confidence with. We will also look to review the whole-school assessment schedule with the intent of ensuring that student assessment data that is being collected at the right time to inform teachers with planning decisions and is fit for purpose for reporting to parents.

Effective classroom practice

In 2022, staff have continued to build their knowledge of curriculum, explicit teaching strategies, and engaging teaching and learning programs. This work has been supported by the instructional leader with classroom observations of practice and feedback occurring regularly, specifically aligned with explicit teaching practices. Building a successful model of coaching and mentoring of teachers was a strong focus in the first half of the year. By necessity, our focus in this

initiative shifted to the new K-2 English and Maths syllabus preparation activities in order to support teachers to meet the implementation timeline for the new curriculum documents. Time was dedicated to teacher professional learning for both the K-2 English and Mathematics syllabuses including micro-learning modules for each curriculum area and time was allocated to review and understand key support documents like the scope and sequence schedules, the literacy and numeracy guides and English textual concepts and learning processes. Strategic curriculum leaders were identified and attended local curriculum planning and implementation network support sessions. These leaders were then able to lead professional learning for school staff using resources, guides and materials gained from the network. In 2023, there will be a continued focus on building staff familiarity and competency to deliver new syllabuses in line with the implementation timeline.

In 2023, significant time and resources will be dedicated within this area of the school improvement plan to support the professional learning of teachers and aide their delivery of new curriculum. This will include all aspects of planning and implementation related to teaching, learning, assessment and reporting to parents. We will also undertake a thorough review of the TLC program to determine how well it aligns to the new curriculum and where the school may need to strengthen practice.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School Excellence Framework (SEF) elements of curriculum, assessment, effective classroom practice, and learning and development are maintained at 'delivering'	Self-assessment against the School Excellence Framework shows that the school is currently maintaining a level of 'delivering' in the elements of curriculum, assessment and learning and development.
School Excellence Framework (SEF) element of coaching and mentoring is embedded with practices and procedures and working towards 'sustaining and growing'.	Self-assessment against the School Excellence Framework shows that the school is performing at 'sustaining and growing' in the element of effective classroom practice. Self-assessment against the School Excellence Framework shows that the school is working towards 'sustaining and growing' in the element of coaching and mentoring.
The school's average scaled score for Years 4 and 6 for check-in assessment in numeracy increases by at least 2% from the baseline of 516.1 (2021).	Scaled scores for numeracy were not provided by administrators for Check-in in 2022. In place of this, we can report that the percentage of questions correct for Year 6 students in numeracy was 68.5% (2.8% above statistically similar schools). The percentage of questions correct for Year 4 in numeracy was 64.2 % (2% below statistically similar schools).

Strategic Direction 3: Successful students

Purpose

In order to help students connect, succeed and thrive, we will establish a holistic and integrated school-wide approach to improving student wellbeing and attendance.

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.

- Wellbeing to connect, succeed and thrive
- Every day matters - attendance

Resources allocated to this strategic direction

Summary of progress

Wellbeing to connect, succeed and thrive

By necessity, planned activities for this initiative were paused in the second half of 2022 in order to support staff with the implementation of the Inclusive, Engaging and Respectful schools (IER) policy and procedures related to student wellbeing. Although, we began the year with evaluating evidence-based social and emotional programs and started to identify those with potential to impact our students, we paused this work, to provide professional learning for staff with respect to each aspect of IER and its implications for teachers, executive and the broader school community with respect to inclusive education, behaviour management and restrictive practices. Training was led by the principal in Term 3 for the executive team and Term 4 for staff. New procedures for whole-school behaviour management and suspension were drafted and tested in Term 4. We also began to evaluate school procedures and the physical environment with respect to potential restrictive practices ready for implementation in 2023. The school engaged the Network Behaviour Specialist and Assistant Principal Learning and Support (APLAS) to provide additional support for specific students with high level needs. This work, built staff capacity with respect to trauma-informed practice, using planning tools such as the TAR3 and Functional Behaviour Assessment (FBA) to draft behaviour support plans, and helped ensure that we were able to better meet the needs of individual students and be compliant with the new IER policies.

In 2023, we will seek to extend the work done this year in relation to the implementation of the IER policy by providing all staff with training in Crisis Prevention Institute - verbal interventions training. Executive and targeted staff will also be trained in the second phase of this training - safety intervention training. Although there will be further refinements needs to school practice in relation to IER, this will become a business as usual focus following this training and we return to efforts to enhance students wellbeing with the establishment of a school wellbeing team, tasked with analysing strengths and areas for development with respect to students wellbeing, and the delivery of a student-focussed, evidence-based social and emotional program.

Every day matters - attendance

Activity for this strategic direction largely took place during Semester 2 of 2022. The executive team reviewed and modified school attendance procedures to reflect best practice and to provide greater clarity for staff to follow when managing student attendance. The revised procedures were shared with staff and implemented in Terms 3 and 4. Class teachers implemented attendance improvement plans on an individual basis when concerns arose with good success. Stage teams and the Learning Support Team began to review attendance patterns for individuals on a fortnightly basis, ensuring that concerns about individual attendance were identified and addressed early. Office procedures were modified to provide greater support to class teachers by printing and distributing unexplained absence letters on a weekly basis. Positive student attendance is now celebrated and acknowledged with >98% attendance certificates handed out to students with excellent attendance, each term. This is now embedded practice and will continue in 2023 as one strategy for contributing to improved school attendance. We had intended to follow the 'Strategic attendance design process' and other department resources to determine the next steps in this strategic direction, but this will need to be the focus of work in 2023. Although all efforts were aimed at improving whole-school student attendance, extraordinary circumstances in the community resulting in significant increases in Covid-19 and other illnesses led to unprecedented student and staff absence in 2022 and we were therefore unsuccessful lifting the percentage of students attending for >90% of the time or more as intended.

In 2023, the school will establish an attendance team that will work through the strategic attendance design process as a scaffold to analyse attendance data, investigate the root cause of areas of concern and to determine cost-effective actions which will help to strategically address the issues found. This will also help to inform decision-making with

respect to selecting the most appropriate staff professional learning and attendance improvement strategies.

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
Percentage of students reporting positive wellbeing increases from 84.3% (baseline) and is maintained at 86% (Covid-related).	Because the school did not participate in the TTFM snapshot #1 in Term 1, there is no data available with respect to this wellbeing target. We can report however, that from Term 4 Tell Them from Me student survey results, 88% of students reported positive relationships (3% above the state norm).
Percentage of students attending school for 90% of the time or more is maintained or improved from the baseline of 79.4%.	The number of students attending greater than 90% of the time or more has decreased from 81.6% (20221) to 55.9% (2022). The significant decrease was due to exceptional circumstances in which a high number of students and their families contracted Covid-19 and other illnesses in 2022 and who were subsequently absent from school.
School Excellence Framework (SEF) elements of caring for students and a planned approach to wellbeing are maintained at 'delivering'.	Self-assessment against the School Excellence Framework shows that the school is maintaining at 'delivering' for the elements of caring for students and a planned approach to wellbeing.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,743.42</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: In 2022, Refugee Student Support funding was once again combined with the flexible English language proficiency and New Arrivals funding to employ a part-time, temporary EAL/D teacher for 3 days per week throughout the year. The EAL/D teacher assessed our refugee students' English language and literacy learning needs upon arrival and plotted their proficiency on the EAL/D progressions. Targeted support was provided using a small group intervention model and progress tracked on the progressions throughout the year. Additional support was also offered by the EAL/D teacher to assist classroom teachers with differentiation aimed at meeting the needs of refugee students in their classes.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor and support the progress of individual refugee students using the EALD progressions and in class assessment under the guidance of the EALD teacher. Implement S.T.A.R.S. in Schools training in 2023 for all class teachers to raise awareness about students from refugee backgrounds and their experiences and to help create an environment which supports student recovery and their successful resettlement.</p>
<p>Integration funding support</p> <p>\$157,852.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lambton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Integration funding support was utilised in 2022 to employ 3 full-time School Learning Support Officers (SLSO) to provide students with additional support in the classroom. An SLSO timetable was developed to provide support where it was needed most, and class teachers were given flexibility and discretion to utilise this support in ways that they deemed best to support the students targeted. There were various forms of additional support provided to contribute to their progress and success at school including social and emotional support, direct assistance with literacy and numeracy activities to achieve personal goals, and playground support to help with social connections and improved wellbeing. Whilst it is difficult to measure the impact of this support in a numerical way, the overall impact on students and their development was highly beneficial for the students targeted.</p>

<p>Integration funding support</p> <p>\$157,852.00</p>	<p>After evaluation, the next steps to support our students will be: To continue to provide the support students with additional needs require and to support their teachers with additional resources. Professional learning priorities for both teachers and School Learning Support Officers will continue to be prioritised based on the distinct needs of the students.</p>
<p>Socio-economic background</p> <p>\$39,811.46</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lambton 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"> • Explicit teaching English • Explicit teaching Maths <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to work on school initiatives including explicit teaching and data-driven practice. • purchase of additional classroom literacy and numeracy resources, including decodable texts. • remaining funds contributed to the employment of a school Instructional Leader <p>The allocation of this funding has resulted in the following impact: Socio-economic funds were used to support a range of initiatives in 2022. This included class teachers being released to work side-by-side with the instructional leader and pedagogy coach towards implementing explicit teaching in English and Maths in Strategic Direction 1. Teachers worked collaboratively when released to develop and refine daily reviews targeting student need based on data analysis. Approximately \$6,000 was used to employ an SLSO on an ongoing casual basis to print, laminate and collate resources to support the implementation of The Literacy Collective (TLC) in K-2 classrooms. The school also invested \$8,896 for a subscription for access to an external reading assessment tool called DIBELS. This assessment and the Amplify software which accompanies it allows class teachers to assess students reading skills across key areas including phonics, phonemic awareness, fluency, and comprehension. All students K-6 were assessed in Term 4 which now provides more robust baseline data to guide reading intervention and programming decisions. A portion of these funds also contributed to the ongoing maintenance of a school based instructional leader whose job was to support teachers with the implementation of whole-school teaching and learning initiatives aimed at improvement in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: With the appointment of an Assistant Principal Curriculum and Instruction (APC&I) 0.8FTE in 2023, the school will consider contributing a portion of Socio-economic background funds on an ongoing basis to top up the APC&I position to a full 1.0 FTE allocation. Other funds will continue to be used to support the implementation of key initiatives in the school improvement plan.</p>
<p>Aboriginal background</p> <p>\$30,119.59</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lambton 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"> • Explicit teaching Maths • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$30,119.59</p>	<p>include:</p> <ul style="list-style-type: none"> • facilitation of Stronger Smarter training of a key leader to drive improvement • release of school staff to collaborate with Aboriginal families to inform the planning of future Aboriginal initiatives • release for school staff to collaborate through data-driven practice and development daily reviews in Maths <p>The allocation of this funding has resulted in the following impact: To help lead initiatives that are designed to improve outcomes for Aboriginal students, approximately \$6,000 of this funding was used to release an Assistant Principal to attend and participate in Stronger Smarter training. This training has equipped this Assistant Principal with additional skills, cultural knowledge and evidence-based practices to lead improvement for Aboriginal students at Lambton Public School. Following this, further funding was used to release members of the Aboriginal Education Committee to consult with all Aboriginal families, seeking their input on the initiatives that they would like to see introduced at our school to support their children and enhance outcomes for all children with respect to Aboriginal education. A significant portion of these funds contributed to whole-school initiatives related to explicit teaching, specifically with respect to release for data-driven practice and the design and development of daily reviews in numeracy (impact reported in other sections of this Annual School Report). Some funding was used to deliver whole-school cultural activities on significant dates including NAIDOC Week and Reconciliation Week. Just under \$1,000 was used to provide students assistance allowing Aboriginal students access to specific school events and excursions including the Stage 3 Bathurst excursion. The Aboriginal Education team made plans to implement a targeted intervention program linked to individual student personalised learning pathway goals but were unsuccessful establishing it in 2022 (these funds remained at the end of the year and rolled over into 6101). This initiative will be revisited in 2023.</p> <p>After evaluation, the next steps to support our students will be: Our primary focus next year will be to use Aboriginal background funding to establish an intervention program targeting the literacy and numeracy needs of Aboriginal students. Following a model of support, similar to the successful Covid ILSP initiative, is thought to contain the most benefit for Aboriginal students with tracking along the progressions to determine success and impact. The Aboriginal Education Committee will also look at ways to enhance whole-school cultural knowledge and understanding.</p>
<p>English language proficiency</p> <p>\$58,454.05</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lambton 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of a specialist EAL/D teacher to provide targeted support for students with developing English language needs • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: The establishment of a model of support for students with English language needs involved the employment of a TESOL qualified EAL/D teacher who case managed and oversaw the targeted support of students with additional English language needs. Intervention included: targeted group withdrawal, in class support and side-by-side support of teachers to make adjustments to the curriculum. Students still developing proficiency with English were assessed and recorded on the EAL/D progressions, with interventions designed to meet identified needs and progress tracked across the year. In addition to this, classroom teachers were released to work with the EAL/D teacher on planning additional classroom supports and individualised</p>

<p>English language proficiency</p> <p>\$58,454.05</p>	<p>English learning goals. To build her own capacity and better align English language programs with school initiatives, the EAL/D teacher also completed training modules for the TLC initiatives and was able to incorporate TLC strategies into the EAL/D small group interventions which she led. Across 2022, the EAL/D teacher managed a total caseload of 38 students which consisted of 7 Kindergarten, 14 Stage 1, 6 Stage 2 and 11 Stage 3 students. Of these 38 students, 27 received targeted EAL/D intervention, 5 students progressed in one area of English, 8 students progressed in 2 areas, another 8 students progressed in 3 areas and 6 students progressed in 4 areas and moved a whole phase on the ESL scales throughout 2022.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide support for all EALD students with a focus on sustained improvement using the established practice of case management and progress monitoring along the EALD progressions. Further training for teachers around the planning and use of EALD progressions to inform classroom practice will also be a focus.</p>
<p>Low level adjustment for disability</p> <p>\$139,562.79</p>	<p>Low level adjustment for disability equity loading provides support for students at Lambton 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of a Learning and Support Teacher to provide interventionist support and to fill a case management role across the whole school setting with respect to students with additional needs • providing additional support for targeted students through the employment of a School Learning Support Officer <p>The allocation of this funding has resulted in the following impact: In 2022, \$91,936 of low level adjustment for disability funding was used to maintain the Learning and Support Teacher (LaST) allocation of 0.8 FTE and to top it up to full 1.0 FTE equivalent. The balance of this funding was added to integration funding to contribute to the employment of the third SLSO. The LaST program provided additional targeted intervention for students with additional needs in literacy. In most instances, this additional support was delivered in small, intensive groups with an emphasis on reading and phonics development through the implementation of the Mini-Lit and Macq-Lit programs. In 2022, there were 3 groups of 4 students who participated in Mini-Lit. Following 12 months of intervention there was an average increase of 19.5 reading levels and an increase in fluency of 35 words per minute per student, representing outstanding growth. Equally, of the 7 students that completed MacqLit the average improvement in reading fluency was 51 words per minute per student. In addition to delivering the Mini-Lit and Macq-Lit interventions, the LaST also worked alongside class teachers to support them with developing individual education goals for individual students, designing classroom interventions or putting in place appropriate adjustments to help students access the curriculum. Leftover funds from this allocation were used to contribute towards the employment of an additional School Learning Support Officer to work alongside classroom teachers in supporting students with additional needs.</p> <p>After evaluation, the next steps to support our students will be: The employment of the LaST teacher to act as both an interventionist and a case manager for students with additional needs at the whole-school level has been critical for ensuring success at our school. Ensuring adequate time is allocated to intervention whilst also timetabling appropriate time for administration of the learning and support team has been a challenging balancing act in 2022. Whilst it is our intention to continue to employ a LaST teacher using this funding, reviewing the best way to structure the LaST</p>

<p>Low level adjustment for disability</p> <p>\$139,562.79</p>	<p>program in 2023 will be an important focus in 2023.</p>
<p>Professional learning</p> <p>\$25,071.01</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 Lambton 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"> • Explicit teaching English • Explicit teaching Maths <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist pedagogy consultant to guide the professional learning with respect to explicit teaching methods • release for classroom teachers to work collaboratively on developing explicit teaching practice <p>The allocation of this funding has resulted in the following impact: In 2022, Lambton used a significant proportion of this funding to employ a pedagogy consultant to support the work of the instructional leader in implementing explicit teaching practice across all classes K-6. It also allowed for individual stage teams to be released twice per term to participate in professional learning workshops led by the pedagogy coach and instructional leader. The focus of these workshops was on designing and delivering explicit daily reviews in Maths and explicit teaching within the spelling mastery program. The pedagogy coach conducted regular classroom observations providing 1:1 feedback to individual teachers about their practice as it developed. When not attending the school, teachers were also able to film themselves delivering daily reviews and gain feedback from the pedagogy coach via email afterwards. The pedagogy coach also delivered whole-school professional learning focused on the principles of explicit teaching. Teachers reported high levels of satisfaction with the support provided by the pedagogy coach through this initiative and progress towards improved practice was clearly evident through regular classroom observations. Remaining professional learning funds were used to support teachers to participate in annual mandatory training and targeted professional learning opportunities which supported individual teachers to work toward achieving individual professional development plan goals.</p> <p>After evaluation, the next steps to support our students will be: Moving forward, it is felt that the pedagogy coach has helped to establish the practices and culture for the school to be able to sustain the school-wide focus on explicit teacher itself. To best utilise these funds in 2023, we are likely to continue to provide teacher release for collaborative practice focused on explicit teaching. However in 2023, this is likely to be supported by the Assistant Principal Curriculum and Instruction. A stronger coaching and mentoring framework will be developed to scaffold the continuation of this work.</p>
<p>Literacy and numeracy</p> <p>\$10,678.31</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lambton 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"> • Explicit teaching English <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchasing of literacy resources such as quality picture books for guided and shared instruction

<p>Literacy and numeracy</p> <p>\$10,678.31</p>	<p>The allocation of this funding has resulted in the following impact: Over \$9,000 of literacy and numeracy funding was spent on purchasing decodable readers for classroom use. These decodable reading texts enhanced the way that teachers can teach and reinforce early reading development. Consistent with evidence-based research, our 2022 reading data gathered through the implementation of TLC suggests that students early reading development was advancing more rapidly with the support of decodable texts. Looking forward, these resources will also supplement the TLC initiative and will allow our teachers to be better prepared to successfully implement the new English K-2 curriculum in 2023.</p> <p>After evaluation, the next steps to support our students will be: With the establishment of the Assistant Principal Curriculum and Instruction in 2023, there will be no ongoing literacy and numeracy funds. The school will utilise other funding sources to support the literacy and numeracy development of students.</p>
<p>QTSS release</p> <p>\$67,576.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lambton 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"> • Explicit teaching English • Explicit teaching Maths <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to lead school initiatives related to explicit teaching and provide coaching and mentoring for teachers <p>The allocation of this funding has resulted in the following impact: QTSS funds were once again utilised in full to sustain a school instigated Instructional Leader position, first established in 2018. The Instructional Leader led the implementation of explicit teaching practices in the school, including the implementation of daily reviews in Maths, The Literacy Collective (TLC) initiative K-2, the Spelling Mastery program and the establishment of DIBELS reading assessment. All of which are connected to Strategic Direction 1. Teachers had one-on-one and group coaching support through classroom observation and feedback, recorded lesson analysis, utilising data to inform practice and team-teaching opportunities. The Instructional Leader position was critical throughout 2022 in guiding and supporting a number of key strategic initiatives and mentoring teachers to achieve the school's stated improvement measures.</p> <p>After evaluation, the next steps to support our students will be: With the establishment of an Assistant Principal Curriculum and Instruction 0.8 FTE in 2023, we will no longer need an instructional leader to lead these initiatives. Therefore, we will review the best way to use this funding to support the development of high quality teaching in the school. One option to be considered is the use of QTSS to release executive staff to allow them more time for shoulder-to-shoulder support with the teachers they lead.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.80</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lambton 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"> • Explicit teaching English • Explicit teaching Maths <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to lead school initiatives related to

<p>Literacy and numeracy intervention</p> <p>\$48,266.80</p>	<p>explicit teaching and provide coaching and mentoring for teachers</p> <p>The allocation of this funding has resulted in the following impact: The ongoing implementation of an instructional leader position, originally created in 2018, to support teaching staff with the delivery of high quality teaching and learning programs and coaching and mentoring in evidence-based practice. This funding was combined with QTSS funding in order to continue this valued position. For more detail on the impact of this combined funding initiative, please refer to the QTSS section.</p> <p>After evaluation, the next steps to support our students will be: With the establishment of an Assistant Principal Curriculum and Instruction 0.8 FTE in 2023, there will not be an allocation of literacy and numeracy intervention funding for schools in 2023. However support for literacy and numeracy initiatives will still occur through the support provided by the APC&I.</p>
<p>COVID ILSP</p> <p>\$86,533.00</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 teachers/educators to deliver small group tuition in numeracy • employment of an approved external speech therapist to assess and deliver small group intervention for targeted students <p>The allocation of this funding has resulted in the following impact: Maths Intervention Stage 1 27 students were identified by classroom teachers across Stage 1 as requiring intervention in Maths. 11 of those students had an alternate primary focus for intervention (MiniLit or EAL/D). The students were assessed using the IfSR Number and Place Value and three withdrawal small groups were formed. The instructional target for Quantifying Number (QuN1 - 9), Additive Strategies (AdS2 - AdS7) and Number Patterns and Algebraic Thinking (NPA2 - NPA5) was matched to the syllabus requirements, where the upper bound target is achieving stage outcomes. The assessment results were analysed and a narrow and deep focus of Quantifying Numbers set as the focus for 13 of the 27 students assessed. At the beginning of the cycle 27% of students were achieving at QuN6, 63% at QuN7 and 18% at QuN8. No students were achieving above QuN8. At the conclusion of the 10-week tuition cycle, no students were achieving at QuN6, 18% at QuN7, 18% at QuN8 and 81% at QuN9.</p> <p>Stage 2 After the pre-assessment of Stage 1 students was complete, 18 students were teacher identified and tested using IfSR Number and Place Value, however, all but 5 students tested at grade appropriate level where the target for achieving Stage 2 outcomes fell in the range QuN8 - QuN11. Those 5 students were streamed into 1 intervention group with the baseline of 75% achieving at QuN6 and 25% at QuN7. The assessment was then extended to IfSR Additive Strategies, where AdS6 - AdS8 is achieving Stage 2 outcomes. A further 4 students were identified for intervention, with some deficits in additive strategies. The remaining 8 students were not found to have any deficits in knowledge. At the beginning of the tuition cycle, 75% of were achieving at QuN6, where quantifying number was the instructional target and 25% at QuN7. At the conclusion of the 10-week tuition cycle for the group that was focusing on Quantifying Numbers, no students were achieving below QuN8, 75% at QuN9 and 25% at QuN10. The 4 Stage 2 students that were withdrawn for intervention with respect to the additive</p>

<p>COVID ILSP</p> <p>\$86,533.00</p>	<p>strategies instructional target, where achieving Stage 2 is AdS6 - AdS8, 100% of students were assessed to be placed AdS7 at the pre-assessment. The post assessment results indicate that after a 10-week tuition cycle, 75% of students had progressed to AdS8 and 25% remained at AdS7.</p> <p>Stage 3 Assessment began using the IfSR NP to identify Stage 3 students requiring intervention near the beginning of Term 4, leaving no time to complete a 10-week tuition cycle. However, 11 sessions were implemented to focus on Quantifying Numbers (QuN10 - QuN12) with 11 students who were withdrawn in two small groups. At the commencement of instruction, the results indicated that 90% of students were achieving QuN9 and 10% at QuN10. The post assessment data indicates that 18% of students made a gain of one level while the others didn't show any growth. An indicator that may have contributed to the lack of growth may be further disruption to the program and the short instructional time frame (11 sessions).</p> <p>Overall, it should be noted that there was significant disruption to the Covid ILSP numeracy intervention program throughout the year. Significant staff absences and challenges with casual supply, meant that on many occasions the Covid ILSP program was collapsed and the ILSP teacher was used to help cover mainstream classes. This ongoing need to collapse the program occurred on a total of 46 whole days and 21 partial days to cover absent classroom teachers. The impact of this was therefore significant, however the progress of individuals outlined above, meant that there was still a satisfactory level of success overall.</p> <p>Speech Therapy Intervention Across Term 4, 2022, Lambton Public School offered a speech pathology screening and intervention program for targeted students. Screening assessments were conducted with all Early Stage 1 students and select students in grades 1-6. Following assessment, 20 students from Years K-5 participated in the small group intervention program. Because the screening tools used to determine individual students' needs are different depending on each child's age summarising their progress in this way is very difficult. However overall, comparison of pre and post testing shows that the majority of the students in the program showed improvements in their language skills. A small number of students did not make as significant progress during the program in comparison to other students. Evidence shows that even when tier 2 (small group instruction), is delivered, on average up to 5% of students will require tier 3 instruction. Tier 3 instruction is defined as 1:1 instruction for a long period of time, possibly a child's whole schooling time (Fuchs, D., & Fuchs, L. S, 2006). Based on the pre and post data, it is recommended that these students receive tier 3 support. Results showed that most students made improvement in their oral language skills, as demonstrated in improvements made between pre and post assessments. A small number of students did not make significant progress across the program. For these select students, further speech pathology services or classroom-based supports are recommended. Communication with these students families directly was deemed the most appropriate way to share this recommendation.</p> <p>After evaluation, the next steps to support our students will be: Moving forward, targeted intervention using Covid ILSP funding will be determined based on an analysis of students' achievement data at the beginning of implementation in 2023. Successful aspects on this initiative worth carrying forward into 2023 include the use of the IfSR to identify areas of need and the use of the progressions to track progress. Whilst the employment of an external speech therapist to assess and deliver targeted interventions with students' oral language was successful, it is felt that in school initiatives are easier to track and monitor.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	193	186	177	174
Girls	189	177	178	168

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.0	93.1	94.8	90.4
1	94.8	93.9	94.2	90.4
2	94.3	93.9	95.0	90.1
3	93.0	92.5	93.9	90.4
4	93.3	91.5	94.6	89.4
5	94.1	92.7	92.8	87.3
6	92.9	92.7	92.4	88.1
All Years	93.9	92.9	93.9	89.4
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)	3
Classroom Teacher(s)	14.72
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.92

*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	233,995
Revenue	4,048,928
Appropriation	3,848,574
Sale of Goods and Services	163
Grants and contributions	198,522
Investment income	2,207
Other revenue	-538
Expenses	-3,996,108
Employee related	-3,479,609
Operating expenses	-516,500
Surplus / deficit for the year	52,819
Closing Balance	286,815

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	161,595
Equity Total	267,948
Equity - Aboriginal	30,120
Equity - Socio-economic	39,811
Equity - Language	58,454
Equity - Disability	139,563
Base Total	2,689,735
Base - Per Capita	89,701
Base - Location	0
Base - Other	2,600,034
Other Total	452,303
Grand Total	3,571,582

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

The views and opinions of students, teachers and parents are valued by our school as they help to determine levels of success, satisfaction and also to inform future directions in decision-making. In 2022, feedback was sought through Tell Them from Me (TTFM) surveys and also with respect to consultation about new uniform designs.

Students - TTFM

Students in Years 4, 5 and 6 completed the TTFM student survey in October 2022 with a total of 132 responses recorded. Overall analysis of the trend data from Tell Them from Me student surveys shows a small decline in many areas addressed. Although the declines are slight rather than steep, it is believed that this trend is associated with a general decline in societal levels of student wellbeing as a result of lingering impacts of the Covid-19 pandemic. Because school data is compared to the original state baseline data from 2015, the downward trends are more noticeable this year than ever. With respect to 'Social-Emotional Outcomes' the students' responses were above the state norm in two areas: 'students with positive relationships'- 88% (3% above the state norm), and 'students with positive behaviour at school'- 87% (4% above the state norm). Although it is one of the areas where our school has a more substantial gap to the state norm, the students' responses to 'homework behaviour' showed an increase of 8% in 2022 compared to 2021 data which can be attributed to the introduction of an online Maths homework platform, Matific. The school's results for almost all of the drivers of the 'student outcomes' section were less than 0.5% lower than 2021 results, showing only slight movement. Of ongoing concern, is that 34% of student's surveyed had scores which placed them in the desirable quadrant with high skills and high challenge. A further 23% were confident in their skills but do not find classes challenging. This will be the ongoing focus of work in 2023. Finally, there was a pleasing 11% increase in the 'perseverance medium' from 44% in 2021 to 55% in 2022, 13% above the state norm.

Parents - TTFM

Parents were invited to complete the TTFM parent survey within a two-week survey window in October 2022. There were a total of 63 responses received during the survey window. Unlike the students' responses there was a pleasing and slight upward trend of between 0.1 and 0.9 in all metrics except 'parents support learning at home'. The 0.9 rise was with respect to 'parents feel welcome at school'. The next biggest rise was 0.5 for 'Safety at School'. Individual questions where parents responses were higher than the state norm include: 'Written information from the school is in clear, plain language', 'Reports on my child's progress are written in terms I understand', and 'I can easily speak with the school principal'. Areas where parent responses were lower and therefore should be areas for improvement include: 'I am informed about my child's social and emotional development', 'I am informed about opportunities concerning my child's future' and 'Parent activities are scheduled at times when I can attend'. Interestingly, the difference between parents' expectations for homework versus the actual amount of homework time for Lambton Public School was zero, meaning that parents who responded to the survey were quite happy with the current amount of homework assigned.

Teachers - TTFM

Teachers were provided with time to participate in the teacher TTFM survey in September 2022, there were 19 responses received. Similarly to the students' responses, only very slight declines in outcomes of between 0.0 and 0.5 were observed across all survey metrics. There was only one area with a slight increase (0.1) which was 'data informs practice'. This was pleasing given the strong focus on using data to inform practice throughout 2022. The biggest decline of 0.5 was for access to technology in the classroom and a 0.4 decline in collaboration despite there being ongoing and regular opportunities to collaborate with colleagues being facilitated throughout 2022. Areas where the teachers' responses were strongest include: 'I establish clear expectations for classroom behaviour', 'my assessments help me understand where students are having difficulty', and 'when I present a new concept, I try to link it to previously mastered skills and knowledge'. Areas for development include: 'students use computers or other interactive technology to track progress towards their goals', 'I provide examples of work that would receive an 'A', a 'B', or a 'C', and 'I ask parents to review and comment on students' work'.

New Uniform Designs

After meetings were undertaken between the school's new uniform provider, The School Locker, and the uniform committee, three sample concept designs and a series of garment choices were put to the school community to vote upon and provide feedback. Surveys were conducted in the last week of 2022 and there were 318 student responses, 171 parent and carer responses and 15 staff responses. The results were as follows:

- Overall design (3 options to choose from) - 63.2% of parents, 63.5% of students and 60% of staff voted for Option 1. The consistency of these results is noteworthy.
- Preferred hat colour (Teal or Black) - 63.7% of parents voted for Teal, while 58.5% of students and 60% of staff voted for Black (the rest for Teal)
- Jumper style (V-neck or round neck) - 72.2% of parents, 53.5% of students and 46.7 % of staff voted for the V-neck design

In addition to this, parents and carers were asked to rate their overall satisfaction with the 3 design concepts provided - 25.7% were very satisfied, 49.1% were satisfied, 20.5% were neutral, 3.5% were unsatisfied and 1.2% were very unsatisfied.

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.