

# 2022 Annual Report

Lane Cove Public School



## Play the Game

2368

# Introduction

The Annual Report for 2022 is provided to the community of Lane Cove 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

---

Lane Cove Public School  
Austin St & Longueville Rd  
Lane Cove, 2066  
<https://lanecove-p.schools.nsw.gov.au>  
[lanecove-p.school@det.nsw.edu.au](mailto:lanecove-p.school@det.nsw.edu.au)  
9427 1024

## School vision

Lane Cove Public School aims to create a community of successful, resilient and self directed learners through a collaborative, supportive and engaging learning environment. All stakeholders in the learning community are committed to improving every year.

## School context

Lane Cove Public School currently has an enrolment of 745 students, (46% EALD students). It is located next to the vibrant community centre of Lane Cove. Established in 1876, the school has a long tradition of academic excellence and is proud of its reputation for providing a well-rounded education. The school encourages students to set goals and the expectation is that each student will achieve their best. Lane Cove Public School also encourages a sense of civic and social responsibility. The school offers quality academic programs, an exceptional art enrichment program, innovative STEAM initiatives as well as a wide variety of extra-curricular activities including sport programs, band, strings, debating, public speaking, dance, choir and chess. There are a number of after school activities available. Lane Cove Public School has a dedicated staff supported by strong partnerships with parents and community.

The whole school community, involving students, staff and parents was consulted in a thorough situational analysis followed by the development of a strategic improvement plan. Through our situational analysis, we have identified our need to focus on use of data to inform teaching, assessment practices, effective feedback and collaborative practices and student social and emotional wellbeing. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

We have engaged with the Primary Mathematics Specialist Initiative to address identified areas of need in numeracy.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG and Manager, Aboriginal Initiatives Training Services NSW- Charlene Davison.

We will implement Visible Learning practices across the school in order to ensure consistent explicit teaching and feedback is occurring K-6.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement across the school. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Continual monitoring of student performance data will determine areas of need and success at a class and school level and 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	Sustaining and Growing
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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine assessment and data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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

- Data driven practices
- Numeracy
- Reading
- Aboriginal Education and Curriculum Support

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$67,639.57

**Literacy and numeracy intervention:** \$48,267.00

### Summary of progress

Current assessment practices for each stage were gathered and collated in order to see what the school's current situation was with regard to assessments and data. As a result, we learnt that there were many valid assessments, but there was not a whole school consistent approach to assessment and therefore data. Another finding was that much of the assessment data was summative assessments and not formative, therefore we need to continue our upskilling in Visible Learning. A plan to create scope and sequences for each KLA to embed formative and summative assessment in programs that could be applied and analysed K-6 was established in mathematics.

A survey was conducted to gauge teachers capacity to gather, analyse and use data to inform practice. Teachers are confident in gathering data, but many were not confident in the analysis and use of data to inform practice. A professional learning plan to support teachers in the analysis and use of data to inform practice was identified, but hasn't yet been actioned.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 70.1% (System-negotiated lower bound target)	Most recent Year 5 NAPLAN Reading data due to no NAPLAN in 2020.  2019 - 69% at or above expected growth.  2021 - 73% at or above expected growth.
77.6% of students in top two bands for reading in Year 3 and 5 NAPLAN.  Increasing from 71.1% (baseline) by 2022. (System-negotiated target)	In 2021, Lane Cove Public School achieved 77.51% in top 2 bands for reading. This is the highest result in top 2 bands for reading since records began in 2010. This achievement can be attributed to rigorous professional learning in Visible Learning, Quality Teacher Rounds, programming which reflects changes in formative and summative assessment, regular grade and stage collaborative review and evaluation of programs.  Our most recent data shows:  2022 Year 3 Reading NAPLAN - 89.5% of students in the top two bands or above (band 5+). 53.9% of students are beyond the top 2 bands (band 7+).  2022 Year 5 Reading NAPLAN - 62.8% of students in the top two bands or above (band 7+). 13.9% of students are beyond the top two bands (band

77.6% of students in top two bands for reading in Year 3 and 5 NAPLAN.  Increasing from 71.1% (baseline) by 2022. (System-negotiated target)	9+).
70.7% of students in top two bands for numeracy in Year 3 and 5 NAPLAN.  Increasing from 64.2% (baseline) by 2022. (System-negotiated target)	<p>Actual top 2 bands achieved in numeracy is 66.03%. This is 4.6% short of the agreed target. The lower bound trajectory is 68.7%. At Lane Cove Public School this is 10 children. These students have been identified as being in the upper middle bands for targeted grouping in numeracy in 2023 and beyond. Note that the top two bands has increased from 59% in 2021 (a 7% increase). This is the second highest actual achievement in the top 2 bands since 2010 (68.3% in 2017).. Lane Cove Public School is trending in the right direction.</p> <p>Our most recent data shows:</p> <p>2022 Year 3 Numeracy 2022 NAPLAN - 74.7% of students in top two bands or above (band 5+). 27.8% of students are beyond the top 2 bands (band 7+).</p> <p>2022 Year 5 Numeracy 2022 NAPLAN - 55.3% of students in top two bands or above (band 7+). 9.6% of students are beyond the top 2 bands (band 9+).</p>
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated lower bound target baseline of 67.7%	<p>Most recent Year 5 NAPLAN Numeracy data due to no NAPLAN in 2020.</p> <p>2019 - 64% at or above expected growth.</p> <p>2021 - 65% at or above expected growth.</p>
Value added data in Scout for K-3 working towards Sustaining and Growing.	There was no NAPLAN data for value added data due to NAPLAN not being done in 2020.
Working towards Delivering to Sustaining and Growing in SEF S-aS in the theme 'Data use in teaching' within the element 'Data skills and Use'.	There is a trend towards Sustaining and Growing in the use of data to inform teacher practice. In Stae groups, teachers have been reviewing student assessment data and comparing results from external assessments (e.g. NAPLAN, ICAS, PAT). The next step is for the leadership team to comprehensively analyse student progress and achievement data and discuss these results with the whole staff.
Increase the percentage of Aboriginal students achieving in the top 2 NAPLAN bands in reading and numeracy to equal non-Aboriginal students.	100% of students (1 student) achieved in the top 2 bands or above for Reading in Year 5 NAPLAN in 2022.
Increase the percentage of Aboriginal students achieving in the top 2 NAPLAN bands in reading and numeracy to equal non-Aboriginal students.	100% of students (1 student) achieved in the top 2 bands or above for Numeracy in Year 5 NAPLAN in 2022.

## Strategic Direction 2: Systemic explicit feedback and collaboration

### Purpose

The school situational analysis identified the need for greater explicit teaching, feedback and collaboration across the school for staff and students.

### Initiatives

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

- Quality Teaching Rounds
- Visible Learning
- Collaborative Practice and Feedback

### Resources allocated to this strategic direction

**QTSS release:** \$151,683.00

**Professional learning:** \$20,237.93

### Summary of progress

Quality Teaching rounds, Visible Learning and Collaborative Practices continue to be used by teachers in their classrooms. Eight staff members successfully participated in Quality Teaching Rounds and all involved staff collectively reported that it was a high impact professional learning experience. Staff have continued to develop their confidence in implementing the principles of Visible Learning through Learning Intentions and Success Criteria (LISC) in mathematics, which is evident in stage programs and professional dialogue. Staff worked collectively in stage teams to collect data from a range of sources and engaged in professional conversations to analyse data. A new Scope and Sequence for Mathematics was developed for 3-6, which was successfully implemented across all classes as evident in programs. The staff benefited from working with an external staff member through the City Country Alliance in order to develop a conceptual program in geography and science that included incorporating First Nations perspectives. It is recommended that Quality Teaching Rounds, Visible Learning and Collaborative Practice and Feedback continue in the next iteration of the School Plan. It is important that they remain a constant focus in professional learning in order to develop teacher practices which are known to improve student outcomes.

### 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
16 teachers have participated in Quality Teaching Rounds.  All staff are confident in their knowledge of QTF.  The annual QTR teacher survey demonstrates a 5% improvement in teacher efficacy in collaborative practice.	There are currently eight staff members in two groups involved in Quality Teaching Rounds. The focus has been for the two QTF groups to embed and evaluate their practice to allow expertise to be developed for future expansion of this program in the school.
SEF SaS Learning and Development is sustaining and growing.	This information was not formally collected. However, executive and staff are regularly collaborating to review the curriculum and revising learning programs during meetings and professional learning. There has been a focus on using a range of data (NAPLAN, PAT, ICAS, DIBELS, classroom assessments) as evidence of student progress and achievement. It is recommended that this continue in the next iteration of the School Plan
Increased number of students identifying in the High Skills/High Challenge area of the TTFM survey.	There were 28% of students in the school who had scores that placed them in the desirable quadrant with high skills and high challenge. This is down 17% from 2021. In the next iteration of the School Plan, the school should

Increased number of students identifying in the High Skills/High Challenge area of the TTFM survey.	<p>consider how it will address the High Potential Gifted Education policy, formative assessment and teacher differentiation.</p> <p>In addition, 43% of students were confident of their skills but did not find classes challenging. 23% of students were not confident of their skills and found English or Maths challenging. 6% of students lacked confidence in their skills and did not feel they were challenged.</p>
A range of evidence validates judgement at sustaining and growing for effective classroom practice in feedback and explicit teaching.	Data has been used to inform practice and decision making about student learning. Use of PAT, ICAS, NAPLAN and DIBELS data has informed the Learning Support Team in its identification and evaluation of learning needs for students.
Consistent K-6 Scope and Sequence for reading that is NESA compliant	This was not completed due to time constraints. It is recommended that this continues into the next iteration of the School Plan.
Consistent K-6 program for reading that is NESA compliant.	This was not completed due to a continued focus on Mathematics and due to time constraints. It is recommended that this continues into the next iteration of the School Plan.



### Strategic Direction 3: Student Wellbeing through Social and Emotional Learning

#### Purpose

To enhance whole school programs and approaches that strengthen student wellbeing, focusing on supporting a positive sense of belonging, advocacy and resilience.

#### Initiatives

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

- Student Wellbeing Programs
- Shared Responsibility for Student Wellbeing
- Attendance Improvement
- Aboriginal Education

#### Resources allocated to this strategic direction

**Per capita:** \$600.00

**Aboriginal background:** \$2,894.00

**Professional learning:** \$20,000.00

#### Summary of progress

Mindfulness programs were introduced and practiced in many classrooms across the school which has resulted in more positive attitudes towards school for students. A wellbeing week for both students and staff has been introduced each term. We are looking to see if these initiatives translate into improvements in student belonging measures through the TTFM surveys. The behaviour and reward system introduced requires review into 2023 to ensure a consistent understanding and application across K-6. Student leaders benefited from cross school connections at both Gol Gol and leadership camps. Year 5 students participated in an intensive workshop centred around leadership activities. As a school we are closely monitoring and tracking attendance in order to improve the attendance rate.

#### 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
Grade representatives work to integrate Bounce Back and Smiling Minds in shared grade/stage Personal Development programs, ready for teachers to implement in their classrooms.  Most students have regular opportunities at school to practise mindfulness. Parents are aware that mindfulness is regularly practised at school and know where to access mindfulness materials from Smiling Minds.	Mindfulness, meditation and self care activities were practised in many classrooms. This is something we need to expand across the whole school and ensure there is a whole school approach.
Continue to gather sick bay attendance data.  Number and type of LST referrals tracked.  Parent and student surveys about experiences using Smiling Minds and Bounce Back are distributed (surveys to	Parents and student surveys have not been completed regarding Smiling Minds and Bounce Back. Student referrals to the Learning Support Team are being tracked by number and type.

be repeated and compared in 2024).	
<p>Students are supported through a variety of structured play opportunities. Student leaders help to create a positive sense of belonging between students.</p> <p>Increased proportion of students reporting a positive sense of belonging, as identified through the Tell Them From Me survey, with school results equaling or exceeding 71%.</p>	<p>Year 4 lunch time mentors worked with Kindergarten to provide structured play during lunchtimes. Students learned responsibility and other leadership skills. This led to an increase in students with a positive attitude to school. In the future we aim to see an increase in students having a positive sense of belonging.</p> <p>Advocacy at school = 6.8</p> <p>Positive teacher-student relations = 7.6</p> <p>Students with positive behaviours at school = 90%</p> <p>Students with positive relationships = 87%</p> <p>Students with a positive sense of belonging = 61%</p>
<p>Whole staff and school council have been engaged in consultation process relating to the code of conduct.</p> <p>School executive evaluate alignment between school wellbeing policies and Department policies and processes, making any necessary updates.</p>	<p>Staff were reminded through scenarios and professional learning of their obligations to the department's code of conduct. In particular, there were reminders around declaration of gifts and the use of social media in 2022. The School Council and P&amp;C will review their code of conduct, particularly in relation to the use of social media after some debates around important issues did not meet the expectations of the school, P&amp;C and School Council.</p>
<p>Increased student attendance rate by 6.33% (lower bound system negotiated target).</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 24.6%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested. Attendance 90% of the time or more = 69.3%</p>
<p>K-6 teachers trial and introduce rewards program developed by the 2021 behaviour and reward focus group.</p>	<p>Initially a new positive behaviour point system was implemented which valued contributions of individual responsibility and actions. Based on feedback this system was adapted to enable students to work towards their house rather than themselves and expand their sense of belonging. More students were involved in receiving recognition as part of their house. A review of this needs to be done for 2023.</p>
<p>Working with AECG, community members and parents to improve and introduce connections to culture by maintaining cultural identity through assemblies, curriculum, special events and Personalised Learning Pathways.</p>	<p>Indigenous perspectives have been achieved through collaborative meetings with parents, community members and our sister school in Gol Gol. The City Country Alliance has brought many indigenous perspectives into the content across all curriculum areas. Indigenous perspectives are now evident in Lane Cove Public School's scope and sequences and programming. Personalised Learning Pathways have been developed and refined for our Aboriginal students.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• time for staff to provide targeted support and mentoring to students.</li> <li>• support students and their family with fees to facilitate participation in all school curriculum based activities.</li> <li>• time for staff to coordinate personalised support for students and families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> English as an additional language or dialect (EAL/D) support for students and increasing the capacity of parent/carers to connect with student learning. Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff and other families in the school community. Partnerships between the school and the parents/carers has been strengthened.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* to continue employing SLSO or staff to support students and their family to clarify learning in their home language.</li> <li>* to sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services within the DOE, and school resources will be created to guide this process.</li> <li>* we will continue to support families facing financial hardship.</li> </ul>
<p>Integration funding support</p> <p>\$43,666.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lane Cove Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs.</li> <li>• employment of SLSOs to provide additional support for students who have high-level learning needs.</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP).</li> <li>• staffing release for targeted professional learning around ASD and behaviour management.</li> <li>• consultation with external providers for the implementation of behaviour management plans, student observations and resource creation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms and in the playground.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To formally incorporate integration funding decision making into the learning</p>

<p>Integration funding support</p> <p>\$43,666.00</p>	<p>and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$6,684.94</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lane Cove Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staff release to increase community engagement</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students having the opportunity to access all educational experiences. Reading NAPLAN results in Years 3 and 5 achieving above state and statistically similar school groups (SSSG). Grammar and punctuation NAPLAN results in Years 3 and 5 achieving above state and SSSG.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to engage literacy and numeracy student and staff mentoring to support our trajectory towards achieving targets. There will be a particular focus on numeracy. Next year, the school will continue to support students and families on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$2,894.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lane Cove 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing Programs</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* An increase in AECG and local Aboriginal elders interaction and involvement in the school.</li> <li>* Students at LCPS with an indigenous background received NAPLAN results in the top 2 bands for literacy and numeracy.</li> <li>* Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Upskilling staff to increase their knowledge and understanding of the cross curricular priorities and AECG support networks in a way that will provide differentiated and personalised support to Aboriginal students.</li> <li>* An increase in AECG and Aboriginal elder involvement in the school to</li> </ul>

<p>Aboriginal background</p> <p>\$2,894.00</p>	<p>continue the increased knowledge, acceptance and understanding of the Aboriginal culture within the K-6 curriculum areas.</p>
<p>English language proficiency</p> <p>\$284,288.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lane Cove Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* student progress showing high growth on the EAL/D learning progressions, with 60% of EAL/D students achieving expected or above expected growth. As the EAL/D learning progression phases describe the wide spectrum of language proficiency, most students have made progress within a phase (e.g. from low Emerging to middle Emerging). Additionally, due to the COVID-19 lockdown, students' expected growth in their language proficiency was affected due to the lack of explicit face-to-face language instruction.</li> <li>* EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</li> <li>* EAL/D teachers and Principal participated in professional learning, where the EAL/D teachers were supported by DOE specialists on how to analyse student assessments against the Progressions and then backward map to improve teaching and learning programs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* EAL/D staff to lead staff professional learning in the school so they can confidently plan integrated literacy units using a backwards mapping approach. Teachers will look at student data, including student English language proficiency using the EAL/D learning progression, and analyse writing samples.</li> <li>* To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to teachers in the form of mentoring, co-teaching and co-planning.</li> </ul>
<p>Professional learning</p> <p>\$48,237.93</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 Lane Cove Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing Programs</li> <li>• Collaborative Practice and Feedback</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging an AP instructional leader to support teachers K-6 in the classroom in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy resulting in improved internal and external student results.</p>

Professional learning \$48,237.93	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* personalised and targeted professional learning in the form of mentoring and co-teaching.</li> <li>* continued implementation of QTR</li> <li>* increased use of Mathematics specialist teachers from Primary Mathematics Specialists Initiative (PMSI) project to upskill teachers K-6</li> <li>* increased use of Mathematics specialist teachers from the PMSI project to increase student engagement and enjoyment in the area of mathematics.</li> </ul>
Literacy and numeracy \$67,639.57	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lane Cove Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• online program subscriptions to support literacy and numeracy</li> <li>• teacher release to engage and upskill staff in (PMSI) Primary Mathematics Specialist Initiative</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* an increase in the percentage of students enjoying mathematics and finding numeracy engaging and helping develop their problem-solving skills.</li> <li>* an increase in Year 3 NAPLAN school average raw score of 293.6 in 2019 to 455.5 in 2021</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* teacher release to analyse internal and external data in literacy and numeracy.</li> <li>* increase Year 5 NAPLAN numeracy data using PMSI resources and specialist teachers.</li> </ul>
QTSS release \$154,683.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lane Cove Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Rounds</li> <li>• Visible Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Improved staff confidence and teaching practice. Teachers are beginning to use learning intentions and success criteria during their lessons and in collaborative programming.</li> <li>* Teachers are embedding evidence-based, high impact teaching strategies within their classroom practice.</li> </ul>



<p>QTSS release</p> <p>\$154,683.00</p>	<p>* School mean of 7.9 for 'teaching strategies' in the staff TTFM. survey. This an increase from 2020 and is on par with state norms.</p> <p>* An increase from 5.6 to 6.5 with staff stating 'school leaders have helped me establish challenging and visible learning goals for students'.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>* Employing additional staff to provide Assistant Principals time off class to mentor teachers, work on the School Improvement Plan and analyse data.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,267.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lane Cove Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• Release time for staff to analyse data to support students requiring an additional focus on literacy and/or numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the bottom two bands in NAPLAN has remained at 0% in 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continued employment of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$22,027.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>* The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>COVID ILSP</p> <p>\$22,027.00</p>	<p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will continue to involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Low level adjustment for disability</p> <p>\$110,760.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Lane Cove Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>* An increase of students achieving at or above expected growth in 2022 NAPLAN results compared to 2019 in the areas of:</p> <ul style="list-style-type: none"> <li>- Year 5 Numeracy</li> <li>- Year 5 Grammar and Punctuation</li> <li>- Year 5 Spelling</li> <li>- Year 5 Reading</li> </ul> <p>* The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and the employment of Learning and Support teachers.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	430	409	401	393
Girls	437	417	400	376

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.9	95.2	96.9	91.6
1	95.0	95.0	95.7	91.9
2	95.2	95.8	95.3	91.5
3	95.7	95.1	95.5	91.2
4	95.3	96.4	94.8	91.7
5	93.6	94.8	95.8	89.5
6	95.5	95.1	94.5	91.7
All Years	95.2	95.4	95.5	91.4
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.99
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	4.67

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	385,941
<b>Revenue</b>	7,636,315
Appropriation	6,834,380
Sale of Goods and Services	11,993
Grants and contributions	710,625
Investment income	6,333
Other revenue	72,985
<b>Expenses</b>	-7,602,393
Employee related	-6,598,296
Operating expenses	-1,004,096
<b>Surplus / deficit for the year</b>	33,922
<b>Closing Balance</b>	419,863

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	44,354
<b>Equity Total</b>	401,193
Equity - Aboriginal	2,894
Equity - Socio-economic	6,685
Equity - Language	284,288
Equity - Disability	107,326
<b>Base Total</b>	5,431,790
Base - Per Capita	202,396
Base - Location	0
Base - Other	5,229,394
<b>Other Total</b>	523,242
<b>Grand Total</b>	6,400,579

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Parent & Carer Satisfaction

The Lane Cove Public School 'Tell Them From Me Parent' survey results are based on data gathered from 33 respondents.

### Parents were generally positive about their participation at school:

- Most parents report meeting with class teacher 2-3 times with a number stating that they have had more than three meetings.
- 69% of parents said they felt supported through regular meetings
- 21% of parents attended one meeting or school function throughout the year
- 70% of parents have attended two or more meetings/school functions
- 91% of parents have attended a meeting or school function which has increased from 82% in 2020

### However,

- 24% of parents indicated that they had only spoken with class teacher once and 3% said they had never met or spoken with the class teacher
- 62% of parents are not participating in school groups (P & C or school council)

### Parents were generally positive about how they supported learning at home: 6.6/10 (Steady since 2020. State average 6.3)

- Parents feel they encourage their child to do well at school and praise child for their achievements
- They take an interest in child's school assignments and provide assistance where required
- Overall parents state that their child does approximately 30 minutes to an hour of homework a day and they are happy with the amount of homework allocated

### However,

- Parents felt they need to engage in more discussions with their child about how well they feel they are doing in class - strengths/weaknesses/goals.
- Need to ask about any challenges their child might have at school.

### Parents were generally positive about how the school supports Learning: 6.4/10 (steady since 2020. State average 7.3)

- Parents believe that teachers show an interest in child's learning
- Teachers are positively encouraging students to do their best work
- Parents feel that students understand rules and that teachers generally manage behaviour well

### However,

- Parents feel teachers are average at supporting their child's individual needs, catering to their abilities and incorporating their interests into learning
- Teachers sometimes show high expectations but not consistently as they feel their child needs to be more challenged
- Parents would like to see more extra-curricular activities provided at school

### Parents were generally positive about the way the school supports behaviour: 7.2/10 (steady since 2020. State average 7.7)

- In general, parents feel teachers support students who need assistance and will help children develop friendships with their peers

### However:

- Parents would like to see more evidence of how school deals with behaviour or bullying but overall positive/confident that issues are being managed
- Teachers could be more inclusive when supporting students with additional learning needs
- Not informed about opportunities provided at the school/community that may have a positive impact on their child's future.

## COMMENT

The school is seen to have good processes in place for improving and maintaining children's learning and behaviour. However, our communication of those processes with parents and stakeholders could be improved. During the learning from home period, it is not surprising that parents wanted more information to assist their child's learning and social development. However, parents would like more specific information on 'where to next?' In reports, newsletters, class teacher communication and parent teacher meetings on how to assist their child outside of the school gates. Parents also indicated they would like more opportunities to discuss their child's social and emotional development throughout the year. As the school evaluates progress in the current School Improvement Plan 2021-2024, the above reflections will



assist the school to respond to this feedback.

## **Student Satisfaction**

The Lane Cove Public School Tell Them From Me Student survey results are based on data gathered from 292 respondents.

### **The students were generally positive about their school:**

- Participation in extracurricular activities 56% (State 55%)
- Positive relationships 87% (State 85%)
- Student effort 79% (State 88%)
- Positive behaviour 90% (State 83%)
- Victims of bullying 29% (State 36%)
- Positive Learning climate 61% (State 72%)
- Expectations for success 76% (State 87%)
- I feel proud of my school 65%

### **However, there were some areas which could point to future directions**

- Participation in sports 82% (State 83%)
- Positive sense of belonging 61% (state 81%)
- Students interested and motivated 63% (State 78%)
- High Skills High Challenge 28% (State 53%)
- High Skills, Low Challenge 43% (State 26%)

## **COMMENT**

A positive sign was the positive behaviour at school being 15% above the state norm. It would be interesting to ask the students about what aspects of their schooling are contributing to this.

'High Skills, High Challenge' is an area to improve. It would be interesting to ask the students what their reasons behind this perception were. The suggested course of action is to look at what students find challenging at Lane Cove Public School.

A positive result was that victims of bullying were well below the state norm. The school has worked on this area and will need to keep working in this area to aim for 0% victims of bullying. A pointer to future directions was 25% of students said that they did not know where to seek help if they were bullied.

The percentages around how students receive feedback from their teachers suggests professional learning for teachers must continue to focus on visible learning and formative assessment.

There is professional learning to be done in the area of mathematics in particular, aiming at improving confidence, enjoyment and its applicability to real life applications.

# 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.