

# 2022 Annual Report

## Laurieton Public School



2377

# Introduction

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

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## School vision

We believe Laurieton Public School should be safe, nurturing and environmentally friendly. It should be a place where everyone has fun, learns for the 21st century, takes pride in achieving quality and is given opportunities to reach their potential. People at our school should feel a sense of belonging, be respectful and take responsibility for their actions.

## School context

Laurieton Public School is a P1 class primary school of 151 students with 15% of students identifying as Aboriginal and Torres Strait Islander (ATSI). The school is situated centrally in the small township of Laurieton, in close proximity to the Camden Haven River and North Brother Mountain.

The school draws students from Dunbogan and parts of Laurieton, west to St Albans and Waterview Heights Estates and north to the Stingray Creek Bridge. The school is located close to facilities such as the local swimming pool, town library, churches, halls and the main shopping centre. It is a short walk to a major sporting field complex where local teams perform strongly in major sports.

According to ABS Census data, the cost of rental accommodation is above the Australian average, while the median income level is slightly above half of the Australian median level, suggesting a relatively low level of disposable income in the community. Our Family and Occupation Index (FOEI) is 108.

The school enjoys a strong reputation within the local community and has produced strong long term results in external academic testing as well as providing an extensive range of extra curricular activities, particularly in the performing arts. A decade of focus toward technology has had significant impact on teacher capacity, student achievement and acquisition of quality hardware and software. All classes have HD multi touch televisions, touch screen laptops, iPads and weekly usage of our computer lab. Parent support of and involvement in their child's education is extremely positive.

## 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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 inspire every student to achieve their full potential through meaningful and future focused learning experiences that are personalised and differentiated.

### 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.

- Personalised Learning
- Data Use

### Resources allocated to this strategic direction

**Socio-economic background:** \$37,189.00

### Summary of progress

Our focus for 2022 was to regularly and expertly use assessment data to identify student achievement and progress in order to personalise learning.

The systems we put into place in 2021 have been strengthened in 2022. Individual learning goals were developed for every student as part of teaching and learning based on expertly used internal and external assessment data. NAPLAN, Checkin and PAT assessments were delivered and data analysed by Executive and staff to identify student achievement and progress and whole school areas of need. Staff collaborated in stages to analyse data and plan and embed quality differentiated teaching practices into their teaching and learning programs.

NAPLAN was delivered online for the first time and selected staff were trained in coordinating and administering the test. We continued to collect internal data using a full range of assessment strategies-assessment for learning, assessment as learning and assessment of learning as an integral part of daily instruction in every classroom. Professional learning on targeted assessments was delivered to staff. These included on demand assessments in ALAN such as Phonics diagnostic assessment and IfSR-AT (Additive Thinking). Whole school data walls on one aspect of the literacy progressions (Vocabulary) and one aspect of the numeracy progressions (Additive Thinking) were created along with a digital version on Microsoft OneNote. These walls were successfully utilised by staff as they were accessible to everyone and generated professional dialogue on student achievement and progress during PL sessions. Stage assessment schedules were updated to incorporate the new K-2 English curriculum and they continued to be administered twice a year.

Data use topics were placed on purposeful team meeting agendas with corresponding artefact sharing and analysing taking place. Data analysed showed that most students are showing expected growth in internal school progress and achievement data which is consistent with progress and achievement on external assessment data, again justifying our practices.

In the next phase of this focus area, we will work with staff to further refine our internal and external assessment usage incorporating the new K-6 English and Mathematics curriculums. Assessment schedules will be updated to reflect this and include the ALAN suite of assessments where necessary. PL for staff will need to be provided.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>NAPLAN Top 2 Bands Reading</b>  Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above system negotiated lower bound target of 38.5%	Students achieving in the top 2 bands of NAPLAN reading was 65.65% and well above the system negotiated baseline of 32.3%. This exceeded the 2024 improvement measure of 43.5% achieving in the top 2 bands.

<b>NAPLAN Top 2 Bands Numeracy</b>  Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above system negotiated lower bound target of 27.2%	Students achieving in the top 2 bands of NAPLAN numeracy was 48.68% and well above the system negotiated baseline of 20.5%. This exceeded the 2024 improvement measure of 32.2% achieving in the top 2 bands.
<b>NAPLAN Expected Growth Reading</b>  Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated lower bound target of 71%	No growth recorded for Year 5 students as NAPLAN was cancelled in 2020 due to the Covid 19 pandemic.
<b>NAPLAN Expected Growth Numeracy</b>  Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated lower bound target of 62.2%	No growth recorded for Year 5 students as NAPLAN was cancelled in 2020 due to the Covid 19 pandemic.
<b>NAPLAN Top 2 Bands Grammar and Punctuation</b>  A 3% increase of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN Grammar and Punctuation	The percentage of Year 3 students in the top 2 bands in NAPLAN Grammar and Punctuation was 78.5% compared to 61% in 2021. The percentage of Year 5 students in the top 2 bands in NAPLAN Grammar and Punctuation was 25% compared to 28% in 2021.
<b>Check in Assessment Reading</b> • A minimum of 35% of Year 4 students achieve in the upper bands in reading check-in assessment. • A minimum of 13.7% of Year 6 students achieve in the upper bands in reading check-in assessment.	No Bands provided in SCOUT 2022 as of 24/2/23.
<b>Check in Assessment Numeracy</b> • A minimum of 42% of Year 4 students achieve in the upper bands in numeracy check-in assessment. • A minimum of 26% of Year 6 students achieve in the upper bands in numeracy check-in assessment.	No Bands provided in SCOUT 2022 as of 24/2/23.

## Strategic Direction 2: High Quality Teaching and Learning

### Purpose

To build staff capacity and commitment to ongoing improvement of teaching and leading practice through focused professional learning that is evidence-based and at an individual and collective level.

### 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 of Literacy
- Quality Teaching of Numeracy

### Resources allocated to this strategic direction

**Professional learning:** \$16,260.00

**QTSS release:** \$19,360.00

**AP Curriculum & Instruction:** \$180,685.00

**Socio-economic background:** \$25,000.00

**Per capita:** \$5,985.00

### Summary of progress

Our focus for 2022 was to build staff capacity and commitment to improvement of teaching practice through focused professional learning that is evidence-based and at an individual and collective level.

Time set aside for Executive to collaboratively research evidenced-based and systematic strategies in literacy and the new K-2 English Syllabus. Whole school professional learning on the new K-2 Syllabus occurred with staff thoroughly exploring evidenced based teaching strategies in the document. Staff explored how the Learning Progressions are mapped throughout the new K-2 Syllabus and revisited the school focus area of vocabulary. Staff were presented the new school digital 'Bump It Up' wall located in Teams. Staff were led through the suggested instructional sequences and the English units in the new K-2 syllabus. Time set aside for Executive to collaboratively research evidenced-based and systematic strategies in numeracy. Whole school professional learning occurred with staff revisiting Additive Strategies from the Numeracy Progressions. Staff were presented with a new school digital 'Bump It Up' wall located in Teams and plotted their students after analysing student work samples and Check-in assessment data. Staff developed an understanding of the new K-2 Mathematics Syllabus and Scope and Sequences during PL. They have a heightened understanding that the structure of the new syllabus illustrates the important role working mathematically plays across all areas of mathematics and reflects the need to strengthen connections between concepts in mathematics. This theme will be explored further next year alongside the introduction of the learning phase of the new 3-6 Mathematics Syllabus.

In the next phase of this focus area, we will have an APC&I and two Assistant Principals to lead the new curriculum implementation journey for both K-6 English and Mathematics using the Engage, Enact and Embed strategy. The APC&I will work in partnership with the Assistant Principals to explore, identify and plan the changes required for effective curriculum implementation (Engage). They will support the teaching, assessing and reporting of literacy and numeracy using the new syllabus and evaluate to refine practices (Enact). Executive will work in partnership to strengthen sustainable literacy and numeracy practices and systems. They will scale to ensure literacy and numeracy practices for future syllabuses (Embed). All the while focusing on our identified areas of need as indicated in our internal and external assessment data.

### 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
• SMART spelling program is implemented in its entirety from K-6 and staff regularly use assessment data to evaluate the effectiveness of the program and to determine spelling focus areas.	• All classroom teachers trained in the use of SMART spelling and all teachers reviewed fortnightly spelling assessment results during whole school professional learning sessions. All teachers implemented biannual South Australian spelling test as a means of tracking student progress across the school and as a comparative of pre and post SMART spelling program. NAPLAN, Check-in and PAT assessment data analysed at a

<ul style="list-style-type: none"> <li>• All teachers are beginning to utilise the strategies in line with the professional learning focus area strategies for grammar and vocabulary and regularly utilise assessment data to monitor the effectiveness of their teaching.</li> <li>• Staff utilise the updated scope and sequence documents and continually review.</li> </ul>	<p>whole school and executive level in literacy.</p> <ul style="list-style-type: none"> <li>• All classroom teachers given the research based text 'The Writing Revolution' to read, as a PL starting point to meet whole school needs in the areas of grammar and vocabulary. Professional learning in the area of vocabulary occurred using the literacy learning progressions.</li> <li>• All teachers trained in the new K-2 English Syllabus scope and sequences with our current scope and sequence being reviewed and updated alongside the new.</li> </ul>
<ul style="list-style-type: none"> <li>• All teachers are beginning to utilise the strategies in line with the professional learning focus area strategies for numeracy and regularly utilise assessment data to monitor the effectiveness of their teaching.</li> <li>• Staff utilise the updated scope and sequence documents and continually review.</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN, Check-in and PAT assessment data regularly analysed at a whole school and executive level in numeracy to monitor the effectiveness of teaching strategies. Additive strategies Bump it up wall used during PL were also used.</li> <li>• All teachers trained in the new K-2 Mathematics Syllabus scope and sequences with our current scope and sequence being reviewed and updated alongside the new. Content integration determined as whole school focus areas in numeracy which aligns to the new K-2 and 3-6 Maths Syllabus changes.</li> </ul>
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Teaching</b></p> <p>Effective Classroom Practice: Explicit teaching (S and G, WT E)</p> <p>Effective Classroom Practice: Feedback (S and G, WT E)</p> <p>Learning and Development: Collaborative practice and feedback (S and G, WT E)</p>	<p>Professional learning in literacy and numeracy focus areas took place with a focus on explicit teaching strategies (Effective Classroom Practice: Explicit teaching-Sustaining and Growing).</p> <p>Teachers provided explicit, specific and timely feedback to all students as a part of daily teaching practice (Effective Classroom Practice: Feedback-Sustaining and Growing).</p> <p>Teachers engaged in professional discussions and collaborated to improve teaching and learning in stage groups and at whole school levels (Learning and Development: Collaborative practice and feedback-Sustaining and Growing).</p>



## Strategic Direction 3: Positive Partnerships

### Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and effective organisational practices.

### 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.

- Staff
- Students
- Parents

### Resources allocated to this strategic direction

**QTSS release:** \$15,000.00

**Socio-economic background:** \$55,992.00

**Per capita:** \$39,750.00

**Low level adjustment for disability:** \$87,757.00

**Integration funding support:** \$84,956.00

**Aboriginal background:** \$16,283.00

**Location:** \$3,840.00

### Summary of progress

Our focus for 2022 was again on positive partnerships with people in our community, including students, parents and staff, due to the Covid pandemic's considerable disruption to this strategic direction in 2021 .

In relation to staff, this involved implementing a very supportive Performance and Development process where staff set goals aligned to our whole school focuses and teaching standards as well as self-directed goals. Both the Executive team and Stage teams participated in collaborative planning sessions to foster a supportive environment with a strong sense of teacher efficacy. Formalised program feedback occurred each term with supervisors feeding back in relation to an agreed criteria. Informal mentoring took place with staff at varying degrees of expertise.

In relation to students, this involved Teacher-Parent-Student interviews occurring in Semester One and Two to discuss collaboratively decided goals. Students had opportunities in a variety of programs to support well-being, including transition programs for Kindergarten and Yr 6 students, leadership programs, extra-curricular activities to develop skills in areas such as dance, sport, public speaking, debating, robotics and coding, drama, movie making and singing. Students had opportunities to be recognised at assemblies for achievement, effort and citizenship, as well as performance opportunities. School camps began again after the cancellation of such activities in 2020 and 2021. Pleasingly, 100% of Year 3 and 4 students attended the Stage 2 camp to Coffs Harbour in Term 4 and 90% of Year 5 and 6 students attended the Stage 3 The Great Aussie Bush Camp in Term 2. These activities promoted positive relationships between and amongst staff and students. It also reflected the trusting relationships developed between parents and the staff.

In relation to parents, this involved Teacher-Parent-Student conferences to develop action plans to support student attainment of learning goals. The Parents and Citizens committee were actively involved in the school planning and reporting process through face to face engagement and school specific surveys. The parent community attended events wherever possible to enable involvement in their child's educational development. Parents continue to be actively involved in the well-being of their children through strong communication and feedback channels, such as Class Dojo.

In the next phase of this focus area, we will continue to provide opportunities for different members of the school community (students, parents and staff) to be involved in student and whole school goals. We will initiate the implementation of the 'Grow Your Mind' program with students, staff and parents focusing on staff PL first. Whole school well-being events will continue to be run with parents invited to attend and participate. We will survey parents and plan accordingly, to build further understanding and involvement.

### 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
<b>Attendance</b> <ul style="list-style-type: none"> <li>• 77% of students attending school 90% of the time or more.</li> </ul>	<ul style="list-style-type: none"> <li>• 42.5% of students attending school 90% of the time or more. This rate is down from 66.5% in 2021 however it is greater than the State 41.6 and Network 38.5. The average daily attendance rate was 87.5% which is greater than State 84.8 and Network 82.5. COVID restrictions had a massive impact on our capacity to reach the school target.</li> </ul>
<b>Staff</b> <ul style="list-style-type: none"> <li>• Willing staff utilised to enhance collegial professional learning in their identified areas of expertise.</li> <li>• Staff develop PDP goals in line with school plan initiatives and include blended learning options to meet their professional needs.</li> <li>• Professional learning in identified areas of literacy and numeracy as well as What Works Best are implemented.</li> <li>• Staff who are identified as having areas of expertise aligned with school plan focus areas are engaged to participate in the development and implementation of professional learning, coaching and feedback. Executive collaborate, mentor and support identified staff. The process is reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• A large percentage of willing teaching staff provided collegial professional learning in some of the following areas: Technology-drones and robotics, RAG program.</li> <li>• 100% staff developed PDP goals in line with school plan initiatives. Blended learning options were included and facilitated by the Executive team and identified teachers with expertise.</li> <li>• Professional learning in identified areas of literacy and numeracy were implemented incorporating the evidence based 'What Works Best' themes. Executive were the main deliverers of this PL.</li> </ul>
<b>Students</b> <ul style="list-style-type: none"> <li>• Staff begin to explore the targeted feedback strategy.</li> <li>• Implement changes or enhancements to extra-curricular programs as evidenced by TTFM Survey.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff continue to focus on feedback using research methods.</li> <li>• Executive analysed TTFM data to plan accordingly.</li> </ul>
<b>Parents</b> <ul style="list-style-type: none"> <li>• Implement plans to build parental knowledge of assessment, reporting, learning goals and self-reflection. Staff and executive analyse and plan.</li> <li>• Implement planned initiatives to enhance parental involvement in and understanding of the school plan.</li> <li>• Implement planned initiatives to enhance school transparency and collaboration with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Parental knowledge of assessment, reporting, learning goals and self reflection were developed by teachers at Teacher Parent Student Conferences.</li> <li>• Parents and Citizens committee were actively involved in the school planning and reporting process through face to face engagement and school specific surveys.</li> </ul>
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning</b></p> <p>Learning and Development: Professional learning (S and G, WT E)</p> <p>Learning and Development: Expertise and innovation (S and G, WT E)</p> <p>Professional Standards: Literacy and numeracy focus (S and G, WT E)</p> <p>Learning Culture: High expectations (S and G, WT E)</p>	<p>100% of teaching staff participated in professional dialogue around professional development focuses during a mid and end of year whole school professional learning day and during fortnightly Stage meetings using students' artefacts and data as a basis for discussions (Learning and Development: Professional learning-Moved from Sustaining and Growing to Excelling).</p> <p>Willing teaching staff shared their expertise during professional learning sessions and staff meetings, further developing the school professional learning community (Learning and Development: Expertise and innovation-Remained at Sustaining and G).</p> <p>Teachers are proficient in their teaching of literacy and numeracy, evidenced by the school greatly exceeding the Premier's priority of achieving a 15% increase in students in the top 2 bands by 2023. The number of our students in the top 2 bands of literacy and numeracy went up</p>

<p>Learning Culture: Attendance (S and G, WT E)</p> <p>Wellbeing: A planned approach to (S and G, WT E)</p> <p><b>Leading</b></p> <p>Educational Leadership: Instructional leadership (S and G, WT E)</p> <p>Management Practices and Processes: Service delivery(S and G, WT E)</p>	<p>from 44.64% in 2021 to 49.4% in 2022, which is an increase of 3.76% (Professional Standards: Literacy and numeracy focus-Moved from Sustaining and Growing to Excelling).</p> <p>High expectations for all is evidenced by our NAPLAN results. Students achieving in the top 2 bands of NAPLAN numeracy was 48.68% substantially above the system negotiated baseline of 20.5% and an increase of 12.32% from 2021 results. This exceeded the 2024 improvement measure of 32.2% achieving in the top 2 bands. Students achieving in the top 2 bands of NAPLAN reading was 65.65% substantially above the system negotiated baseline of 32.3% and an increase of 13.2% from 2021's results. This exceeded the 2024 improvement measure of 43.5% achieving in the top 2 bands (Learning Culture: High expectations-Moved from Sustaining and Growing to Excelling).</p> <p>Students' attendance rate at 87.5%, above the state network and SSSG schools (Learning Culture: Attendance-Maintained at Sustaining and Growing).</p> <p>TPS Conference survey data indicates that 100% of parents felt their child enjoys being a member of LPS (Wellbeing: A planned approach to wellbeing-Maintained at Sustaining and Growing).</p> <p><b>Leading</b></p> <p>The Executive team remained committed to continuous improvement of teaching practice in order to maximise learning outcomes for all students through the use of school-based instructional leadership. This involved promoting the use of explicit teaching strategies to improve student learning outcomes in literacy and numeracy with a focus on collecting and using assessment data to inform teaching practice (Educational Leadership: Instructional leadership-Maintained at Sustaining and Growing).</p> <p>The school continued to provide streamlined, flexible processes to deliver services and information and to support parental engagement and satisfaction. 96% of parents attended Teacher-Parent-Student conferences. 100% of parents on Class Dojo app. 100% of parents receive school newsletter via email (Management Practices and Processes: Service delivery-Maintained at Sustaining and Growing).</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$84,956.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Laurieton 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>• Students</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>• 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>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Enriched learning opportunities for students with disability through the provision of quality support in the classroom setting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensuring we're able to maintain these quality 2022 programs and the people who deliver them.</p>
<p>Socio-economic background</p> <p>\$118,181.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Laurieton 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>• Personalised Learning</li> <li>• Data Use</li> <li>• Quality Teaching of Numeracy</li> <li>• Staff</li> <li>• Students</li> <li>• Parents</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 support students in the classroom.</li> <li>• teacher release to participate in professional learning, TPS conferences and CTJ processes</li> <li>• resources such as ipads, notebooks, concrete materials and online learning programs to enhance teaching and learning in the classroom</li> <li>• subsidising extra curricular opportunities and wellbeing programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Quality support in the classroom to assist teachers to provide effective differentiated learning for all students. Teachers utilising quality technological resources to deliver exceptional experiences for students in all Key Learning Areas. Student attendance, engagement and results in NAPLAN and Check in Assessments are all at a high level.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To maintain all these successful programs and processes that have had such a significant impact on student performance, attendance and wellbeing.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$16,283.00</p>	<p>needs of Aboriginal students at Laurieton 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>• Students</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>• Employment of additional staff to deliver personalised support for Aboriginal students.</li> <li>• Employment of specialist additional support (LaST) to support Aboriginal students in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal students achieved in the high middle and Top 2 bands of NAPLAN. All Year 3 students achieved in the Top 2 bands of each aspect of Literacy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Maintaining the quality programs currently administered in the classroom and in support groups. Continue to develop quality personalised learning pathways in conjunction with Teacher Parent Student conferences that motivate children to succeed.</p>
<p>Low level adjustment for disability</p> <p>\$87,757.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Laurieton 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>• Students</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention (Bump It Up, Minilit) to increase learning outcomes</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Classroom settings provide differentiated learning opportunities for students through quality learning and support. All teachers utilise SLSO support and have quality programs delivered and evaluated to assist in achieving the identified learning goals. The LaST is also involved in the formulation of learning structures and programs delivered to the students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To ensure the exceptional learning programs and personnel are available to the students at Laurieton Public School.</p>
<p>Location</p> <p>\$3,840.00</p>	<p>The location funding allocation is provided to Laurieton Public School to address school needs associated with remoteness and/or isolation.</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>• Students</li> </ul> <p><b>Overview of activities partially or fully funded with this operational</b></p>

<p>Location</p> <p>\$3,840.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Provision of transport for all students to participate in the positive wellbeing program.  Subsidised costs to attend literacy based stage performance at Manning Entertainment Centre  Students able to attend the major excursion to Great Aussie Bush Camp and Coffs Adventure Land</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue to maintain these quality programs and assistance structures to support our families and ensure children are not disadvantaged by income availability.</p>
<p>Professional learning</p> <p>\$16,260.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Laurieton 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 of Literacy</li> <li>• Quality Teaching of 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>• engaging a specialist teacher to unpack evidence-based approaches to teaching literacy and numeracy, and explore modelled, interactive, guided and independent learning processes.</li> <li>• Increase teacher capacity to analyse assessment data, deliver consistency of teacher judgement and utilise quality teaching resources.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Semester reports contain consistent evidence based grades.  All staff delivering quality teaching and learning programs in literacy and numeracy.  All staff upskilled in the new K-2 syllabi.  Outstanding NAPLAN (Yr 3 and Year 5) and Check In assessment (Yr 3 - 6) results in Reading and Numeracy</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Re-evaluate areas for improvement through whole school PL, identified through PAT, NAPLAN and Check In assessment data.  Attempt to secure casual teachers to enable whole school face to face PL to occur.  Analyse teacher feedback from implementing the new K-2 syllabi.</p>
<p>QTSS release</p> <p>\$34,360.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Laurieton 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 of Literacy</li> <li>• Quality Teaching of Numeracy</li> <li>• Staff</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> </ul>

<p>QTSS release</p> <p>\$34,360.00</p>	<ul style="list-style-type: none"> <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> Inability to acquire casual teaching staff throughout 2022 had significant impact on all planned teacher release for whole school and stage based professional learning and collaborative planning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Maintaining the strong collegial programs delivered at Laurieton Public School and develop methods to do so successfully if casual teacher availability is still an issue.</p>
<p>COVID ILSP</p> <p>\$97,546.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><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>• Providing small group tuition for identified students who were performing below capacity in reading and numeracy</li> <li>• Provide targeted explicit instruction for student groups in Multilit and Bump It Up</li> <li>• Employment of teacher to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The 2022 Learning &amp; Support Program equates to a period of 7 days. L&amp;S teachers are employed in 4 &amp; 3 day allocations providing extensive tuition, feedback &amp; information for classroom teachers regarding student difficulties. Learning &amp; support is provided to all LPS students, within the classroom setting, in small groups or independently. Small group withdrawal occurs 5 days a week. 4 groups focus on literacy (reading, phonics, phonemic awareness &amp; writing conventions). These groups run for 40 minutes, Mon-Thurs. Participants were selected in accordance with PM Benchmarks &amp; PAT testing, with lower students being provided extra tuition. NAPLAN Support Groups in literacy &amp; numeracy occur in three ways; familiarisation for Y3 (1 hr per week), lower achieving Y3 &amp; Y5 students (small groups, 30 minutes, 1 day per week) providing revision &amp; skills practice. Selected students achieved below average stanines in PAT testing. A Y4 'Bump It Up' program occurs 1hr per week, directed at increasing achievement levels of students from the middle bands to the 2 top bands in reading &amp; numeracy. BIU groups focus on specific areas of need identified through individual test results. Students revise skills &amp; are challenged with higher order thinking &amp; more complex questioning. Students were selected in accordance with PAT testing results (stanines 3-5) &amp; Check in Assessments (those achieving Band 4). In class support is provided 3 days a week to address school needs based on the analysis of PAT tests &amp; Check in Assessments, &amp; through teacher identified student needs. MultiLit is administered 3 days per week (4 participants x 40 minutes) for students in Yr2-6, achieving below age expectations in reading. The L&amp;S teachers profile students with special needs in consultation with school the counsellor &amp; inform SLSO's of student needs. Individual/small group upper primary support is provided for students with recognised disabilities. The learning &amp; support teachers correlate NCCD data, working with teachers to identify disability levels &amp; learning program adjustments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> All CILSP funding for 2022 has been utilised and the allocation and programs for 2023 will operate again dependent on the allocation provided.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	86	84	85	79
Girls	118	99	96	84

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.2	92.6	92.0	89.4
1	94.6	92.6	91.5	88.1
2	94.4	92.9	87.6	88.8
3	94.5	93.6	91.0	85.9
4	93.2	91.7	90.1	86.6
5	92.8	91.9	88.8	84.9
6	92.0	90.4	90.3	87.6
All Years	93.7	92.2	90.2	87.1
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

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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)	3.2
Classroom Teacher(s)	5.89
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.12

\*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>	722,832
<b>Revenue</b>	2,302,052
Appropriation	2,210,807
Sale of Goods and Services	1,899
Grants and contributions	86,922
Investment income	2,323
Other revenue	100
<b>Expenses</b>	-2,070,655
Employee related	-1,743,566
Operating expenses	-327,089
<b>Surplus / deficit for the year</b>	231,397
<b>Closing Balance</b>	954,229

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

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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>	84,956
<b>Equity Total</b>	222,223
Equity - Aboriginal	16,283
Equity - Socio-economic	118,182
Equity - Language	0
Equity - Disability	87,758
<b>Base Total</b>	1,482,527
Base - Per Capita	45,735
Base - Location	3,846
Base - Other	1,432,946
<b>Other Total</b>	254,274
<b>Grand Total</b>	2,043,981

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

2022 commenced with significant restrictions associated with COVID and the provision of home learning to students in isolation due to the close contact regulations was a priority. Laurieton Public School provided an extensive array of extra curricular opportunities for all students K-6 including dance, band, choir, robotics, debating, PSSA sport, public speaking, assemblies, reward days, excursions, presentation day and Year 6 celebrations and graduation. All events that involved parents/carers had outstanding attendance.

In Term 1 2022 all families who completed the TPS survey, answered the following questions and the responses were all extremely positive and reassuring. We are a wonderful school community.

1. Do you feel your child enjoys being a member of LPS? 100% Yes.
2. Did you find the conference beneficial? 100% Yes.
3. Will you be helping your child to achieve his/her personal goals at home? 100% Yes.
4. What did you find most purposeful?
  - Conversation to understand areas to focus on - but great to see books and examples of work.
  - Student being involved in the interview.
  - Self assessment.
  - Talking and listening to student talk
  - Meeting teacher - student's aim and goals.
  - Learning how to help at home.

In Term 3 2022, 96% of parents attended the Teacher Parent Student Conferences. 100% of teachers felt the experience was extremely worthwhile with 100% of students enjoying sharing their learning goals and work samples with their parents.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.