

2022 Annual Report

Lavington Public School



2378

Introduction

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

Lavington Public School

497 Hague St

Lavington, 2641

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

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

6025 1864

School vision

To deliver sustained and measurable whole school improvement through student-centred and evidence-based approaches to learning, teaching and wellbeing.

School context

Lavington Public School is a K-6 suburban school, located four kilometres north east of Albury. The school is situated on Wiradjuri country, adjacent to Bungambrawatha Creek.

Lavington Public School has 433 students, across 18 classrooms, and approximately 50 staff. There has been a significant increase of 43% in school enrolments over the last five years. Our students come from a diverse community, with families primarily coming from a suburban background, with a nearby rural influence. Our families have a broad variety of socioeconomic status, cultural and linguistic backgrounds, and family configurations. The school brings together a rich tapestry of all-ability and neurodiverse learners requiring a broad range of adjustments to meet their individual learning needs. Approximately 23% of the school population has a language background other than English, and approximately 15% of students identify as Aboriginal or Torres Strait Islander.

We have collaborated with our school community who support the three Positive Behaviour for Learning values - Safety, Respect and Responsibility. Our community expects all students receive educational experiences and learning opportunities that foster high expectations, inspiring students to achieve their potential. Lavington Public School's dedicated staff are committed to providing a quality education for all students within a stimulating and caring environment, where teaching and learning thrives, and each individual can flourish.

Lavington Public School has a comprehensive orientation program to introduce kindergarten students into the school, and Year 6 students into high school. The school has a successful dance troupe, junior and senior choirs, a highly successful public speaking program, a growing music program, a strong technology focus, photography squad, beautification group, STEM program, Hands On Learning program, and an active leadership development program to support our Student Representative Council. Lavington has always been a strong sporting school, offering a wide variety of sporting competitions, representative and skill development opportunities.

Lavington Public School continues to develop partnerships with neighbouring pre-schools, high schools and external support providers. The school houses an Out of School Hours Care facility on site and has numerous partnerships with local charities and non for profit organisations.

The school is set on spacious and well-tended grounds and is continually developing its infrastructure to ensure that students learn in a safe, pleasant and engaging environment where a sense of belonging is created for all.

After a thorough situational analysis, the executive team, in collaboration with all stakeholders, will lead three major strategic directions throughout this school planning cycle. These include: the expert use of assessment and data, both flexibly and responsively, to ensure student growth targets are exceeded, building on the deep knowledge and understanding of curriculum and evidence-based teaching practices to support high expectations for student learning, and lastly, enhancing our procedures and processes for wellbeing and community engagement.

The school receives additional funding to support individual students, for example, students from a low socio-economic background, students requiring support to develop their English language proficiency, students from an Aboriginal background and students who require adjustments for disabilities.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To build strong foundations for success in reading and numeracy, and meet the learning needs of all students, so that student engagement and learning outcomes are maximised, and expected growth is achieved.

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.

- Assessment
- Data Skills and Use

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.20

Socio-economic background: \$420,849.00

Summary of progress

Assessment

In 2022, the focus of the initiative 'Assessment and Student Performance Measures' was to implement consistent school-wide practices for assessment and data use, to monitor achievement and growth, plan for differentiated teaching, and report accurately on student learning. This was completed by undertaking an extensive analysis of our whole school assessment plan and realigning our schedule with evidence-based research and consistent Department of Education on-demand assessments. Executive members consulted with the broader staff, who had input into what remained and what changed in the schedule. As a result, we managed to review and update the assessment schedule. It is now one document which outlines the purpose behind the schedule, as well as what we are measuring and why. The schedule was completed at the end of 2022 and staff will be supported to begin implementing the schedule in 2023. The impact at the end of 2022 was that we have one whole school assessment schedule that has been carefully considered to suit the context of our school and the needs of students in each stage of learning. The schedule will enable us to triangulate data and have robust data conversations to inform planning and ongoing improvement.

In 2023, we will endeavour to implement the new assessment schedule consistently across the school, evaluating and adjusting it as required, and use the data we gather to inform our teaching practice and support staff to become more data literate. We will provide 'how to' documents for all assessments and develop data spreadsheets for each assessment, which will automatically identify student need based on the traffic light colours associated with the tier each student is achieving at. This will create opportunities for teams to have robust conversations about student learning, including what supports leaders, teachers and students require to effectively differentiate learning, so that all students are learning at their individual point of need, and achieving their potential.

Data Skills and Use

In 2022, the focus of the initiative 'Data Skills and Use' was to understand our school context, and identify areas of strength and opportunities for growth. This was used to review and update our Strategic Improvement Plan to better meet the needs of the whole school community. Internal assessment information was also used to differentiate teaching and learning programs, and allocate resources, including Learning and Support staff and technology. This was done by using the information we received from the NESA audit on programming and assessment, our new Personalised Learning Pathway processes and template, revising processes for, and analysing, Nationally Consistent Collection of Data (NCCD), learning adjustments and the new Inclusive, Engaging and Respectful (IER) schools policies. Staff also developed and monitored Stage Plans, which included literacy, numeracy, attendance and wellbeing targets for students in each stage, and used Essential Assessment as a trial with support from the Essential Assessment team. We began delving into these ideas in the later part of the year. As a result, we began to address some of our needs as a school around differentiating teaching and learning programs. We gained an understanding into the purpose of the NCCD, and Essential Assessment provided us with opportunities to explore and group students according to needs.

In 2023, we will endeavour to develop the data literacy of our leaders and teachers, through analysing information gathered using the assessment schedule, and moving forward with differentiated teaching and learning. We will provide high level professional learning opportunities in mathematics, and use targeted interventions for students using evidence based research.

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
Uplift of 6.6 - 11.6% in students achieving in the top two bands for NAPLAN Reading, from a baseline of 28.5%.	2022 NAPLAN data indicates 27.35% of students are in the top two skill bands (NAPLAN) for reading, indicating the school did not achieve the system negotiated target.
Uplift of 8.1 - 13.1% in students achieving in the top two bands for NAPLAN Numeracy, from a baseline of 12.6%.	2022 NAPLAN data indicates 12.61% of students are in the top two skill bands (NAPLAN) for numeracy, indicating the school did not achieve the system negotiated target.
Uplift of 1.67 - 8.9% in students achieving expected growth in NAPLAN Reading, from a baseline of 49.1%.	Student achievement data is unavailable for this progress measure in 2022 due to the absence of comparison data from the 2020 cancellation of NAPLAN.
Uplift of 8.1 - 13.1% in students achieving expected growth in NAPLAN Numeracy, from a baseline of 39%.	Student achievement data is unavailable for this progress measure in 2022 due to the absence of comparison data from the 2020 cancellation of NAPLAN.
In accordance with the School Excellence Framework, the school will advance to 'Working Towards Sustaining and Growing' in the element of 'Assessment' (Learning Domain).	In 2022, through completion of the School Excellence Framework Self-assessment Survey, evidence indicated the school was currently 'Delivering'.
In accordance with the School Excellence Framework, the school will advance to 'Working Towards Sustaining and Growing' in the element of 'Data Skills and Use' (Teaching Domain).	In 2022, through completion of the School Excellence Framework Self-assessment Survey, evidence indicated the school was currently 'Delivering'.

Purpose

To ensure all students can access and fully participate in learning, supported by reasonable adjustments and evidence-based teaching strategies tailored to meet individual needs, and achieve excellent value added results.

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.

- Curriculum Reform
- Collaborative Practice and Feedback

Resources allocated to this strategic direction

Professional learning: \$34,707.00

Aboriginal background: \$50,928.00

QTSS release: \$87,110.00

RAG Schools Digital Infrastructure Funds: \$19,000.00

Summary of progress

Curriculum Reform

In 2022, the focus of this initiative was on creating processes and procedures to support the implementation of the new English and Mathematics curriculum. We also had a focus on whole school mathematics assessment with the introduction of Essential Assessment to support data use in teaching. This was achieved by using High Impact Professional Learning to guide school teams through the process of developing consistent evidence-informed teaching practices and the curriculum reforms. We began training in the second semester, and gained greater consistency in the data practices towards the end of the year. We worked in stage teams to engage with some of the curriculum reform training, and in Term 4, K-2 staff engaged with the English K-2 and Mathematics K-2 curriculum reform professional learning with the support of the Assistant Principal, Curriculum and Instruction (APCI). Whilst we didn't complete all modules in our stage teams, we did have rich discussions around changes in thinking and mindsets towards teaching and learning.

As a result, we developed consistency in the use of Essential Assessment across the school and staff are beginning to use the data to inform their teaching practices. Growth was shown in the use of Essential Assessment over the year after staff engaged with professional learning and demonstration lessons, where they were exposed to the potential uses of the platform. As a result of the curriculum reform training, the majority of K-2 staff engaged with English and mathematics professional learning and gained a stronger understanding of the new syllabus and supporting documents in readiness for implementation in 2023.

In 2023, leaders will work with staff to continue building knowledge of the new curriculum and its implementation, as well as providing staff with a comprehensive Professional Learning Action Plan around mathematics to increase teachers' understanding of key mathematical concepts. This will support further improvement in consistent quality teaching across the school and improve student outcomes.

Collaborative Practice and Feedback

In 2022, the focus of this initiative was to develop school based procedures to support collaborative practices and feedback, such as understanding lesson observations, the different types of observation, and what can be used and when, including the feedback that is associated with each. This was discussed at an executive level and plans were put in place to budget and use Quality Teaching, Successful Students (QTSS) funding to support these observations in 2023.

As a result, the executive team have thought carefully and strategically about how to establish consistent lesson observations with procedures being put in place to ensure that these collaborative practices are supported.

In 2023, the school will work towards embedding explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

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
In accordance with the School Excellence Framework, the school will advance to 'Working Towards Sustaining and Growing' in the element of 'Curriculum' (Learning Domain).	In 2022, through completion of the School Excellence Framework Self-assessment Survey, evidence indicated the school was currently 'Delivering'.
In accordance with the School Excellence Framework, the school will advance to 'Working Towards Sustaining and Growing' in the element of 'Learning and Development' (Teaching Domain).	In 2022, through completion of the School Excellence Framework Self-assessment Survey, evidence indicated the school was currently 'Sustaining and Growing'.
In accordance with the School Excellence Framework, the school will advance to 'Working Towards Sustaining and Growing' in the element of 'Effective Classroom Practice' (Teaching Domain).	In 2022, through completion of the School Excellence Framework Self-assessment Survey, evidence indicated the school was currently 'Delivering'.
In accordance with the School Excellence Framework, the school will advance to 'Working Towards Sustaining and Growing' in the element of 'Educational Leadership' (Leading Domain).	In 2022, through completion of the School Excellence Framework Self-assessment Survey, evidence indicated the school was currently 'Sustaining and Growing'.

Strategic Direction 3: Wellbeing and Community Engagement

Purpose

To develop a strategic and planned whole school approach to wellbeing and community engagement processes that support all students to connect, succeed, thrive and learn.

Initiatives

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

- Wellbeing
- Community Engagement

Resources allocated to this strategic direction

Refugee Student Support: \$8,479.54

New Arrivals Program: \$13,087.00

Integration funding support: \$237,508.00

English language proficiency: \$110,074.00

Low level adjustment for disability: \$195,366.20

Location: \$2,435.92

Per capita: \$112,447.00

OOHC: \$28,000.00

Summary of progress

Wellbeing

In 2022, the focus of this initiative was to develop whole school, evidence-informed systems and practices that are consistently implemented, resulting in improved wellbeing and engagement to support learning. This was done through reviewing and evaluating whole school procedures, programs, systems and processes. This was focused on the areas of Learning and Support, Positive Behaviour for Learning (PBL), Aboriginal and Multicultural Education, technology, staffing, and classroom resources. An Assistant Principal, Learning and Wellbeing was added to the school's staffing model, and as a result, the Learning and Support Team, alongside the executive, completed an extensive evaluation of all wellbeing practices and initiatives at the school. The school engaged specialist teams to assist with behaviour management and build the capacity of staff to cater for student needs. Professional learning was supported by a wrap around support staff to enhance the inclusive practices within classrooms, ensuring all staff were supported to manage complex needs.

Middle leadership were supported in their well being role through a consultation process whereby extra support services for students at the school were established. In collaboration with the Albury Principal Network, a consistent approach across schools was undertaken through the introduction of new Proactive and Responsive Behaviour Management Plans and professional learning for staff. The result of this initiative included an improved understanding of behaviour and student needs, and the implementation of specific support strategies for all students in alignment with the Inclusive, Engaging and Respectful Schools (IER) policy. Executive staff were instrumental in evaluating the attendance procedures across the school with new procedures developed and implemented.

In 2023, we will continue to build on these procedures by reviewing and evaluating our Positive Behaviour for Learning (PBL) systems. We will ensure that the school has trained PBL coach/mentors and clear processes in place for behaviour, including documentation, posters and flowcharts. We will demonstrate a deeper understanding of the IER through our teaching practice, promoting a sense of belonging for students and having appropriate actions plans in place for students to ensure they can learn, thrive and succeed.

Community Engagement

In 2022, the focus of this initiative was to develop authentic partnerships with identified key stakeholders to positively impact each student's progress, achievement and wellbeing. This was done by establishing strong relationships with the Assistant Principal, Learning and Support and the Team Around the School. Relationships were also strengthened with the Parents and Citizens Association. Our new Personalised Learning and Support template and procedures were developed and endorsed by the AECG. Due to NSW COVID regulations, we didn't progress to hosting parent workshops until Term 4, when we ran a highly successful Kindergarten transition program, 'Little Leaps'. As a result, 100% surveyed parents indicated that the transition to school program had enhanced their connection to the school, reduced separation anxiety and created a positive start to Kindergarten. 100% of parents indicated we could not improve on our

Little Leaps program any further. 92.3% of parents indicated that wearing the Little Leaps shirt made their child feel part of the Lavington Public School community prior to beginning. 61.5% of parents attended the workshops during the Little Leaps transition program and 100% of parents would like to engage with further workshops at school.

In 2023, we will continue to build community engagement by providing parents and the community with more opportunities to engage in learning workshops, access outside agencies, and play a more active role within our school community. Through our Bungambrawatha Parent Group and Red Cross, we will make stronger connections with our culturally and linguistically diverse community, providing a safe and inclusive environment for all.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Uplift of 2 - 5.1% in students attending school 90% of the time or more, from a baseline of 71.9%.	The number of students attending greater than 90% of the time or more has decreased by 29.87%, however, this figure was significantly affected by public health orders in 2022.
Uplift of 2 - 5.7% in students reporting positive wellbeing (sense of belonging, advocacy and expectations for success), from a baseline of 77.3%.	75.92% of students reported positive wellbeing outcomes, demonstrating a decrease of 1.38% across positive wellbeing measures.
In accordance with the School Excellence Framework, the school will advance to 'Working Towards Sustaining and Growing' in the element of 'Wellbeing' (Learning Domain).	In 2022, through completion of the School Excellence Framework Self-assessment Survey, evidence indicated the school was currently 'Delivering'.
Tell Them From Me parent surveys indicate an increase in parents feeling welcomed into the school to a mean of 7.2, from a baseline of 7.1.	In 2022, Tell Them From Me parent survey data indicated that the school achieved a mean score of 6.6 in relation to 'Parents feeling welcome' in the school.
Tell Them From Me parent surveys indicate an increase in parents feeling informed, from a baseline of 6.7, to a mean of 6.9.	In 2022, Tell Them From Me parent survey data indicated that the school achieved a mean score of 6.0 in relation to 'Parents are informed'.
In accordance with the School Excellence Framework, the school will advance to 'Working Towards Sustaining and Growing' in the element of 'Learning Culture' (Learning Domain).	In 2022, through completion of the School Excellence Framework Self-assessment Survey, evidence indicated the school was currently 'Delivering'.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$8,479.54</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff for targeted student support after review of wellbeing procedures, programs, systems and processes. • Release time for staff to provide targeted support to students, including mentoring and tutoring through LST, PBL, technology and therapy. • Additional staffing for targeted interventions to support student learning, linking to student wellbeing. • Intensive English language and learning support to increase educational outcomes for students. • Professional development for staff around impact of trauma, learning and wellbeing needs of refugee students. • Additional staffing to map individual students against the EAL/D progressions. • Increased collaboration across the E/ALD network. • Peer support groups for all students, including E/ALD, to provide a smooth transition to next year level, and a greater sense of wellbeing at school. • Provision of essential equipment to facilitate active participation in school activities. <p>The allocation of this funding has resulted in the following impact:</p> <p>Increased educational support for EAL/D students resulting in an increase in students feeling secure and confident at school.</p> <p>Additional support for students who have high-level learning needs, and targeted support to students, including mentoring and tutoring.</p> <p>Parents/carers and support workers reported confidence in our staff and systems when engaging with the school.</p> <p>Partnerships between the school, parents/carers and EAL/D students have been strengthened.</p> <p>Increased collaboration and relationship building with our Albury EAL/D networks and community groups, including Red Cross, which has assisted in increased attendance for our EAL/D students.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continuing to employ bilingual School Learning Support Officers to support students.</p> <p>Enhancing relationships with culturally and linguistically diverse parents, targeting the Syrian community due to a high number of families moving into the area.</p> <p>Promoting Multicultural Education, including Harmony Week, and increasing community support and interaction.</p> <p>Embedding the use of interpreters within all home/school communication processes.</p> <p>Continuing to engage an EAL/D support teacher.</p> <p>Improving professional development and consultation regarding program development and wellbeing.</p>
<p>New Arrivals Program</p> <p>\$13,087.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Lavington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing

<p>New Arrivals Program</p> <p>\$13,087.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. • Employing a specialist teacher to provide intensive English language support focusing on student attendance by educating parents and students on the importance of attendance at school. • Employing a specialist teacher to provide parents with links to support outside of school hours to enhance student wellbeing. • Employing a specialist teacher to review our procedures, programs, systems and processes for E/ALD students. <p>The allocation of this funding has resulted in the following impact: Intensive and coordinated educational and wellbeing support for our EAL/D students and their families. Improved language development for our EAL/D students with increasingly successful participation in schooling.</p> <p>After evaluation, the next steps to support our students will be: Providing professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible. Assisting all students with a refugee background to progress to the next phase of English learning proficiency to meet the National Minimum Standards.</p>
<p>Integration funding support</p> <p>\$237,508.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lavington Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional SLSO staffing to assist students with additional learning needs, identified after review of whole school wellbeing processes. • Additional Learning and Wellbeing staff to consult with external providers for the implementation of speech, occupational and behavioural therapy. • Employment of staff to provide additional support for students who have high-level learning needs. • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). • Intensive learning and behaviour support for funded students. • Review of school processes by the Learning and Support team to reduce the number of negative wellbeing and behavioural incidents across the school. <p>The allocation of this funding has resulted in the following impact: The employment of five School Learning Support Officers (SLSOs) to assist students with individualised learning and support needs, and release funds for teachers to attend support meetings and complete individualised planning. A calmer and more learning focused learning environment where student learning and wellbeing needs are catered for. All eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Integration funding support</p> <p>\$237,508.00</p>	<p>Formally incorporating integration fund decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p> <p>Making regular adjustments to learning support throughout the year in response to students' Personalised Learning and Support Plan (PLSP) reviews, ensuring funding is used to specifically address each student's support needs.</p> <p>Continuing the employment of School Learning Support Officers (SLSOs) to assist with PLSPs in the classroom.</p> <p>Providing release for a classroom teacher and SLSO to liaise with an expert teacher in the Albury network who has skills and experience with specific behavioural, learning, therapy and wellbeing training.</p> <p>Liaising with an external department approved therapist to assist in planning and implement teaching strategies across the school day, targeting student wellbeing.</p> <p>Providing additional learning adjustments for student learning, implemented with the assistance of an SLSO.</p>
<p>Socio-economic background</p> <p>\$420,849.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lavington Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support classroom teachers in engaging with students in a positive, safe and stimulating learning environment that is conducive to learning. • Employment of additional staff to support targeted student activities in smaller groups where there is a sense of urgency for improvement in their learning. • Provided students without economic support for educational materials, uniform, equipment and other items through our student welfare program. • Review of parental information to support funding for students with additional literacy, numeracy and wellbeing needs. • Fostered a culture of high expectations across all key learning areas. • Provided teachers with additional ongoing professional development around explicit instruction, wellbeing, feedback and high expectations to build teacher capacity. <p>The allocation of this funding has resulted in the following impact:</p> <p>Additional classroom teaching staff, learning and support teachers and School Learning Support Officers (SLSOs).</p> <p>Additional human resources in learning support allowed for more small group learning opportunities for students ineligible for integration funding.</p> <p>Additional release provided for classroom teachers to evaluate data, identify student learning needs and better inform teaching practice.</p> <p>Additional release provided for Assistant Principals to plan a collaborative approach for their stage with programming and assessment.</p> <p>Assistant Principals used evidence based data to drive stage based planning, utilising Scout reporting and analysis.</p> <p>The introduction of data walls through professional development with departmental experts.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continuing to engage a wellbeing teacher to support student behaviour and attendance.</p> <p>Continuing to engage a learning support teacher to support our trajectory towards achieving targets in literacy and numeracy.</p> <p>Continuing to build teacher capacity in the use of SCOUT, data literacy and the analysis of NAPLAN/Check-in to identify areas of strength and improvement.</p> <p>Continuing to provide a safe, positive and stimulating learning environment</p>

<p>Socio-economic background</p> <p>\$420,849.00</p>	<p>that is conducive to learning. Implementing workshops to enable parents to actively support their child's individual learning and development at home. Completing an annual review of parental information to provide accurate funding for students with additional literacy, numeracy and wellbeing needs.</p>
<p>Aboriginal background</p> <p>\$50,928.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lavington Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Reform <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. • Community consultation and engagement to support the development of cultural competency. • Employment of specialist additional staff (SLSO) to support Aboriginal students. • Employment of specialist additional staff (LaST) to support Aboriginal students. • Staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact: Additional release time for staff to ensure Personalised Learning Pathways were collaboratively developed, implemented and reviewed. Greater community consultation and engagement was achieved through our Aboriginal Community Liaison Officer, Aboriginal Community Groups and our P&C. Employment of additional staff, including a teacher and a School Learning Support Officer, to deliver personalised support for Aboriginal students. Participation in relevant professional learning, including courses focusing on Aboriginal cultural education.</p> <p>After evaluation, the next steps to support our students will be: Engage a literacy and numeracy focused position to deliver differentiated and personalised support for students identifying as Aboriginal or Torres Strait Islander. Creating more opportunities for authentic conversations with Aboriginal families of students enrolled at our school. Investigating the engagement of an Aboriginal Education Officer to facilitate improved community engagement. Creating school literacy resources embedding local language. Developing new signage to reflect our Acknowledgement to Country. Building teacher capacity to ensure all staff are culturally competent and Lavington Public School is culturally responsive, acknowledging connections to our local Aboriginal culture. Collaborating with the Albury Network to enable every student to understand the heritage and culture of our Aboriginal Peoples, and on whose land we live. Focusing on specific initiatives to boost student attendance.</p>
<p>English language proficiency</p> <p>\$110,074.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lavington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing

<p>English language proficiency</p> <p>\$110,074.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional bilingual staff to support communication. • Withdrawal lessons for small group (developing) and individual (emerging) support. • Additional staffing for intensive support for students identified in beginning and emerging phase. • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • Employment of additional bilingual staff to support communication. • Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. <p>The allocation of this funding has resulted in the following impact: Supporting the English language learning of EAL/D students at Lavington Public School. EAL/D teaching staff provided professional learning for teachers, and additional funding was allocated to employ a School Learning Support Officer (SLSO) who provided bilingual support.</p> <p>After evaluation, the next steps to support our students will be: Providing additional teaching time and additional SLSO time for planning and learning support. Continuing to build teacher capacity by engaging experts from a variety of sources to provide targeted professional learning. Engaging an additional learning and support teacher to work with individual students in a case management role.</p>
<p>Low level adjustment for disability</p> <p>\$195,366.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Lavington Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • Providing support for targeted students within the classroom through the employment of SLSO's. <p>The allocation of this funding has resulted in the following impact: Funding was used to provide support to students with additional learning support needs in the classroom and playground. It was also used to build on existing programs and procedures, related professional learning and program coordination. Funding an additional learning and support teacher ensured that the individual needs of all students were catered for through their Personalised Learning and Support Plans and adjustments.</p> <p>After evaluation, the next steps to support our students will be: Providing additional professional learning and the employment of additional School Learning Support Officers to support student engagement and wellbeing in the classroom. Providing teachers with additional time for individualised planning. Developing a learning and support program in collaboration with classroom teachers to build capacity in meeting the wellbeing and academic needs of identified students. Continuing to employ an additional learning and support teacher to support and advise teachers on differentiation, adjustments and personalised planning for students.</p>
<p>Location</p>	<p>The location funding allocation is provided to Lavington Public School to address school needs associated with remoteness and/or isolation.</p>

<p>\$2,435.92</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Incursion expenses. • Technology resources to increase student engagement. • Consumables and classroom resources. <p>The allocation of this funding has resulted in the following impact: Subsidising incursions, making them more accessible for all students. Enhanced operations, resources and technology in our school.</p> <p>After evaluation, the next steps to support our students will be: Continuing to subsidise incursions. Utilising funding for buses for inter school activities such as debating or team sports.</p>
<p>Professional learning</p> <p>\$34,707.00</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 Lavington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Reform <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Utilising funds to provide training to staff in effective behaviour management. • Engaging a specialist teacher to unpack evidence-based approaches to teaching literacy and numeracy. • Utilising funds to engage an organisation to provide CPR and Anaphylaxis training to all staff. • Engaging two classroom teachers on a casual basis in Term 4, 2022 to replace staff on professional learning. • Utilising funds to engage Anne Dobson to provide training and guidance in Positive Behaviour for Learning (PBL). • Upskilling staff in the use of Essential Assessment through modelled lessons, team teaching and targeted professional learning. • Upskilling front office staff to ensure they have current First Aid Training. <p>The allocation of this funding has resulted in the following impact: Increased capacity of our teaching staff to address wellbeing needs identified within our student cohort. Increased capacity of our teaching staff to implement effective strategies in the teaching of literacy and numeracy, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Further training to upskill our School Learning Supporting Officers (SLSOs) in Behaviour Management Strategies. Further training to align staff skill sets with the new Restrictive Practices Policy. Identify personalised and targeted professional learning from staff PDP's.</p>
<p>QTSS release</p> <p>\$87,110.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lavington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>QTSS release</p> <p>\$87,110.00</p>	<ul style="list-style-type: none"> • Curriculum Reform <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to support classroom programs. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. • Staffing release provided to staff to review NCCD data from professional learning. <p>The allocation of this funding has resulted in the following impact: Additional release for executive staff to lead strategic directions within the school plan, including the development of activities and correlated Stage Plans. Additional release time for executive staff to lead Learning Support, Positive Behaviour for Learning, Aboriginal Education and Multicultural Education. This has led to a calm, orderly and smooth running school where student wellbeing and learning are placed at the centre of all decisions.</p> <p>After evaluation, the next steps to support our students will be: Continuing to provide additional release time for executive staff, to improve teaching quality and enhance professional practice, ensuring that all students benefit from high quality teaching, learning and wellbeing practices that best meet the full range of student needs. Continuing to build on improvements to our Positive Behaviour for Learning program, and re-launching the program in 2023. Providing additional release for staff to participate in regular lesson observations and feedback.</p>
<p>COVID ILSP</p> <p>\$189,980.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. • Providing targeted, explicit instruction for student groups in literacy and numeracy. • Leading/providing professional learning for COVID educators. <p>The allocation of this funding has resulted in the following impact: Engaging two classroom teachers to provide targeted small group support for students whose learning was affected by COVID disruptions. Each group involved up to five students and occurred three times a week. Feedback was provided to teachers, parents and students on their learning and growth. PLAN 2 was used by teachers and COVID Intensive Learning Support Program educators for their ongoing progress monitoring and recording. The program was monitored twice a term to demonstrate progress towards improving the learning outcomes of students participating in the program.</p> <p>After evaluation, the next steps to support our students will be: Continuing to engage two classroom teachers to provide targeted small group support to students whose learning has been most affected by COVID disruptions. Each group will involve up to five students and will occur three times a week.</p>
<p>Per capita</p> <p>\$112,447.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lavington Public School</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Per capita \$112,447.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Survey sent out to all staff and parents to identify ways to improve student wellbeing during recess and lunch. • Staff meetings to discuss initiatives suggested by Anne Dobson (Effective Behaviour Management). • Employment of additional School Learning Support Officers (SLSOs) to assist teachers in the classroom where student wellbeing and behaviour may be a concern. • Purchasing items such as educational equipment, teaching materials and technology as identified by staff to enhance teaching and assist in the improvement of student and staff wellbeing. • Providing release time to assist teachers to engage with, and implement the NSW curriculum, and relevant updates. • Allocation of time and resources to support specific programs. <p>The allocation of this funding has resulted in the following impact: Releasing teachers to support planning and preparation for the implementation of the new curriculum. Releasing teachers to enable collaboration and professional learning.</p> <p>After evaluation, the next steps to support our students will be: Subsidising programs focusing on wellbeing and social skills for students. Engaging specialist teachers to provide intervention programs for students.</p>
<p>AP Curriculum & Instruction \$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Provided professional learning on curriculum reform. • Provided mathematics professional learning on the Big Ideas in mathematics. • Coordinated and facilitated professional learning on Essential Assessment. • Collaboratively led the executive team in reviewing and updating the whole school assessment plan. • Introduced and led the implementation of consistent internal and external assessment. • Contributed to the re-writing of the Strategic Improvement Plan, ensuring that evidence-based literacy and numeracy strategies were included. • Led whole school staff meetings and staff development days on learning from home, on-demand assessments and mathematics. <p>The allocation of this funding has resulted in the following impact: Improving the consistency and quality of assessment, evidence based practice, and the availability of resources for staff. Improving data analysis procedures and practice, the implementation of pre and post testing, and the use of data to inform teaching. Ensuring staff were well placed to implement the new curriculum.</p> <p>After evaluation, the next steps to support our students will be: Developing, implementing and evaluating a Professional Learning Action Plan for mathematics, including professional learning on Number Talks and Routines, Big Ideas to Start Strong and Effective Teaching Practices in mathematics. Preparing 3-6 staff for the implementation of the new curriculum in 2024.</p>

<p>AP Curriculum & Instruction</p> <p>\$180,685.20</p>	<p>Developing and leading procedures for collegial lesson observations as a vehicle for providing feedback on the implementation quality of professional learning.</p> <p>Monitoring the consistent application of assessment in line with the school's new assessment schedule.</p> <p>Continuing to analyse student data as a means to inform teaching programs, human resources and the required professional learning.</p> <p>Continuing to build the capacity of stage leaders to lead their teams in evidence-based practice.</p> <p>Modelling best practice and supporting teachers through team teaching and observations.</p>
--	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	209	233	241	234
Girls	202	202	198	199

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	92.8	90.9	85.1
1	92.2	93.7	92.0	84.2
2	93.3	92.8	91.5	86.0
3	91.8	93.1	90.3	85.9
4	91.8	92.1	93.0	84.7
5	86.8	91.8	90.5	86.3
6	88.1	87.8	88.9	82.5
All Years	91.0	92.0	90.9	84.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	15.21
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher ESL	0.4
School Administration and Support Staff	4.14

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public employment by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	220,683
Revenue	5,286,141
Appropriation	5,165,251
Sale of Goods and Services	695
Grants and contributions	118,304
Investment income	1,491
Other revenue	400
Expenses	-5,069,903
Employee related	-4,532,166
Operating expenses	-537,736
Surplus / deficit for the year	216,239
Closing Balance	436,921

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	228,512
Equity Total	777,219
Equity - Aboriginal	50,928
Equity - Socio-economic	420,850
Equity - Language	110,074
Equity - Disability	195,367
Base Total	3,184,965
Base - Per Capita	112,448
Base - Location	2,436
Base - Other	3,070,082
Other Total	399,688
Grand Total	4,590,383

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver Satisfaction

The 'Partners in Learning' parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning, positive behaviour and a safe and inclusive environment. 15 respondents completed the parent survey in 2022.

Particular areas of strength from the survey included parents viewing the school as an inclusive environment, and parents reporting an increase in the school's support of positive behaviour at the school. 74% of respondents agreed or strongly agreed that the school is a culturally safe place for all students. Parents were supportive of the school's physical environment, with 87% of respondents reporting that the school was well maintained. 100% of survey participants attended at least one parent-teacher meeting, and 76% of parents talked with a teacher about their child's learning or behaviour two or more times throughout the year.

The school leadership team have considered the results and have committed to improving safety at school and ensuring parents are informed about school activities, their child's social and emotional development and behaviour at school.

Student Satisfaction

The Tell Them From Me student survey is based on the most current research on school and classroom effectiveness. Results from the Tell Them From Me survey compare our score with the average score for all NSW Department of Education schools. Only students in Years 4-6 complete the survey. In 2022, there were 141 respondents.

Particular areas of strength from the survey included students reporting positive behaviour at school, high expectations for success and an increase in advocacy at school. 40% of students reported high perseverance (8% increase from 2021) and 75% of students reported a growth orientation (8% increase from 2021).

The school leadership team have considered the results and have committed to ensuring a positive learning climate and focusing on increasing students' sense of belonging and school pride.

Teacher Satisfaction

The Tell Them From Me survey is a self evaluation tool for schools to reflect on the 'Eight Drivers of Student Learning' that research has shown to have the biggest impact on student learning. These include: Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement. 9 respondents completed the teacher survey in 2022.

Particular areas of strength from the survey included teachers reporting that the school is a welcoming and culturally safe place for all students. A notable increase in technology was reported, with the school being above the NSW Government Norm. 89% of respondents believe the school is well maintained.

The school leadership team have considered the results and have committed to improving the learning culture and leadership within the school.

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.