

2022 Annual Report

Lawrence Public School



2379

Introduction

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

Lawrence Public School

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School vision

Our vision is to help our students discover their innate talents and unlock their full potential within the context of a supportive and nurturing environment. Our dedicated teachers deliver outstanding and innovative learning programs, inspiring our students to imagine the possibilities, believe in themselves and create their brightest future. Each and every Lawrence student is known, cared for and valued as an individual. They are becoming caring, well-balanced and confident learners who are resilient, actively engaged in their learning and striving for improvement. Our teachers are innovative, guided by data and evidence-based practice. Teaching and learning programs include the purposeful use of technology and the creative use of learning spaces. Our physical environment reflects our commitment to continuous improvement. We work collaboratively with our community to ensure students maximise their potential in all aspects of their lives.

School context

Lawrence Public School is a rural small school in the town of Lawrence situated on the Clarence River. It is a small school with a teaching principal. In 2020 LPS completed an extensive situational analysis to determine the needs of the school community.

In 2021 the school has an enrolment of 60 students from Kindergarten to Year 6. We have been trialing Stage based classes to improve explicit instruction and feedback due to smaller class sizes and continuity of stage outcomes.

Our families and community members, including the Parents and Citizens' Association enable us to regularly celebrate success and promote a sense of community. Many families have had generations pass through the school. Parents want their children to feel safe and happy at school.

Our staff focuses on developing quality teaching and learning programs across all key learning areas. We offer a diverse range of programs and activities to optimise the total development of our students. In 2017 we joined the Early Action For Success project and have a 0.4 Deputy Principal Instructional Leader working to improve literacy and numeracy.

Our teaching staff is experienced and enthusiastic. They keep themselves up-to-date via quality teacher professional learning to enable them to deliver best practices and quality lessons to the students in their care.

Our situation analysis highlighted how connected our students feel to the school with a high sense of belonging and advocacy. However it also showed the need to improve regular attendance at school, especially for students at risk, and the need to develop a whole school approach to student wellbeing. Summative data has been systematically collected and the focus now will be to use analysis to drive whole school planning and classroom teaching and learning.

The school is a member of the Clarence Community of Small Schools, and also works cooperatively with the Lower Clarence Schools network.

The school attracts equity funding to support the needs of students based on Socio-economic background, Aboriginal background and low level adjustment for disability.

This strategic improvement plan was developed in consultation with LPS Staff, parents, the P&C, other community members and LPS students.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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 develop a school wide culture of continuous improvement by implementing and refining data driven and evidenced based teaching practices that are responsive to student learning needs to enhance student growth and attainment.

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.

- Effective Classroom Practice
- Data Skills and Use

Resources allocated to this strategic direction

Literacy and numeracy: \$28,894.04

Socio-economic background: \$71,492.10

English language proficiency: \$2,400.00

Professional learning: \$8,211.08

QTSS release: \$11,262.26

Summary of progress

In 2022 Lawrence Public School Strategically focused professional learning and staff development within the School Excellence Framework elements of Effective Classroom Practice and Data Skills and Use. Staff engaged in high impact professional learning within the What Works Best Professional learning focus area of explicit teaching. Staff collaborated through lesson observations and feedback opportunities led and supported by the Assistant Principal Curriculum and Instruction and Principal. Stage-based learning groups provided individualised support for students. Internal school data reflects most students achieving expected growth although NAPLAN data did not reflect this same information. School executive led whole school analysis of formative and summative assessment data. Over the course of 2022 the (Covid and flooding impact).

In 2023 the school will engage in LEED professional learning and will continue to embed effective strategies for feedback in strengthening the use of assessment.

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
• The percentage of Year 3 and Year 5 students in the top two bands NAPLAN Numeracy increases from baseline data by 5%	In 2022, 30% of students achieving in the top 2 bands numeracy increased from baseline data by 2.5%, slightly below anticipated target.
• The percentage of Year 3 and Year 5 students in the top two bands NAPLAN Reading increases from baseline data by 5%	In 2022, 30% of students achieved in the top 2 bands reading.
Learning Progressions <ul style="list-style-type: none">• 80% of students K-6 are completing stage expected learning indicators within the quantifying numbers sub element of the numeracy progressions.• 80% students have achieved or exceeded expected growth in Literacy and Numeracy Progressions in PLAN2 data	<p>In 2022, 86% of students K-6 achieved expected outcomes in quantifying numbers within the numeracy progressions.</p> <p>In 2022, more than 80% of students demonstrated expected growth across</p>

<p>Learning Progressions</p> <ul style="list-style-type: none"> • 80% of students K-6 are completing stage expected learning indicators within the quantifying numbers sub element of the numeracy progressions. • 80% students have achieved or exceeded expected growth in Literacy and Numeracy Progressions in PLAN2 data 	<p>the literacy progressions.</p>
<p>School Excellence Framework</p> <p>SEF Learning Theme- <i>Formative Assessment</i>: from Sustaining and Growing to Excelling</p> <p>SEF Teaching Theme- <i>Feedback</i>: from Delivering to Sustaining and Growing to Excelling</p> <p>SEF Teaching Theme - <i>Data use in teaching</i>: from Delivering to Sustaining and Growing</p>	<p>School achievement within the School Excellence Framework element of Assessment, within the theme of Formative Assessment the school maintained and embedded formative assessment at sustaining and growing.</p> <p>School achievement within the School Excellence Framework element of Effective Classroom Practice, in the theme of Feedback the school maintained and embedded Feedback at delivering and is working towards sustaining and growing.</p> <p>School achievement within the School Excellence Framework element of Data Skills and Use, in the theme of Data Use in Teaching the school maintained and embedded strategies at delivering and is working towards sustaining and growing.</p>
<ul style="list-style-type: none"> • The percentage of Year 3 and Year 5 students achieving or exceeding expected growth in NAPLAN reading will be between 60-100% (small school system negotiated target). 	<p>In 2022 NAPLAN growth data was not available however the school monitored and tracked student achievement growth data through PAT testing and Check in Assessment and individual student progress is reported directly to parents and carers throughout the year.</p>
<ul style="list-style-type: none"> • The percentage of Year 3 and Year 5 students achieving or exceeding expected growth in NAPLAN Numeracy will be between 60-100% (small school system negotiated target) 	<p>In 2022 NAPLAN growth data was not available however the school monitored and tracked student achievement growth data through PAT testing and Check in Assessment and individual student progress is reported directly to parents and carers throughout the year.</p>

Strategic Direction 2: Well being and Engagement

Purpose

To create and nurture a supportive and engaging social and physical environment where children and staff are empowered to connect, thrive succeed 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.

- Success through Leadership
- Connection and engagement

Resources allocated to this strategic direction

Socio-economic background: \$20,107.42

Per capita: \$15,666.16

Summary of progress

In 2022 students attending daily was at 82.3%, reflecting slightly stronger attendance data than the local network of schools. Unfortunately, the school did have a significant percentage of 24% of students attended school less than 70% of the time. In response to this data analysis the school modified and changes practices and implemented improved systems for communication in relation to student attendance including introducing Sentral text messaging with parents/carers, regular follow up for parents/carers, written requests to respond to unexplained absences distributed weekly to parents/carers and interventions with individual support for improving attendance through a tiered approach.

In 2023 the school will introduce a Breakfast Club to support daily attendance and continue to monitor, track, and intervene ensuring improved attendance.

Through the *Leader in Me* initiative, the school delivered Kindergarten to Year 6 explicit teaching lessons reinforced by consistent language and high expectations of student behaviour. The frequency of negative incidents reduced; however, data did reflect individual students with repeat behaviour concerns. Individualised support incorporated the co-design of personal mission statements and goal setting with students providing a focus for improved behaviour and taking responsibility for one's actions.

In 2023 the Leader in Me program will be expanded to include families, whereby expectations for student behaviour will also be known and valued in the home environment. The school is implementing a scope and sequence for explicit lesson delivery and ensuring the importance of the language used. The school award system will also be linked to the *Leader in Me* language reinforcing the positive expectations.

Tell Them from Me 2022 results indicated students felt they are well behaved at school and teachers have high expectations for their engagement in learning and success.

In 2023 the school will focus on improving feedback to and with students reinforcing high expectations through the use of consistent language and recognition of positive behaviours for learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending more than 90% of the time from baseline data by 10%	In 2022 student data reflecting attendance at school of more than 90% of the time was 25.06%.
Move towards Sustaining and growing in the theme Behaviour	Suspension data recorded through Sentral in 2022 reflected a decrease in negative incidents.
Move towards Sustaining and growing	

Theme- High Expectations	
There has been an increase in the Tell them From me Survey data in all three areas based on 2021 data	<p>In 2022 <i>Tell Them from Me</i> survey results Lawrence Public School students responded with the following results:</p> <p>Expectations for Success - the mean indicated a slight reduction from 2021, 8.7 down to 8.3</p> <p>Advocacy at School - the mean indicated a reduction from 2021 of 0.5</p> <p>Sense of Belonging - 79%, increased by 8% since 2021</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$57,677.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lawrence Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students were well supported through Integration Funding Support, school funds also added additional resources to support students with learning adjustments as required. All students with Integration Funding Support moved locations and remaining funding was returned or forwarded to the students' new schools where appropriate.</p> <p>After evaluation, the next steps to support our students will be: This funding source will continue to meet the learning needs of identified students at Lawrence Public School.</p>
<p>Socio-economic background</p> <p>\$91,599.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lawrence Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Success through Leadership • Connection and engagement <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 individualised learning. • professional development of staff including the Leader in Me/Lighthouse program • provision of future focused indoor and outdoor learning spaces and furniture <p>The allocation of this funding has resulted in the following impact: This funding has supported higher levels of student engagement in their learning through Covey leadership strategies being implemented across the school and at point of need for individual students. The school provided future focused learning spaces which has also strengthened student learning and engagement.</p> <p>After evaluation, the next steps to support our students will be: In 2023 this funding source will continue to meet the needs of all students at Lawrence Public school through effective classroom practice, success through Leadership and a focus on improving connection and engagement opportunities.</p>
<p>Aboriginal background</p> <p>\$10,962.24</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lawrence 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</p>

<p>Aboriginal background</p> <p>\$10,962.24</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver the Yaegl Language program <p>The allocation of this funding has resulted in the following impact: Yaegl Language lessons were provided on a fortnightly basis by Aunty Kerri from Mudyala Corporation with every class in the school. Students learnt though stories and song and shared what they learnt with the wider community through Facebook posts, and by performing in Yaegl at the school presentation evening.</p> <p>After evaluation, the next steps to support our students will be: In 2023 this funding source will be utilized to strengthen relationships between the school and the local community and Elders. The Yaegl Language program will be extended to weekly class lessons.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lawrence 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom <p>The allocation of this funding has resulted in the following impact: Identified student/s have been supported to successfully access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: These funds will continue to support identified students to engage successfully in their learning.</p>
<p>Low level adjustment for disability</p> <p>\$32,194.64</p>	<p>Low level adjustment for disability equity loading provides support for students at Lawrence Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MiniLit, MultLit and learning sprints to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: This funding supported individualised learning programs for identified students, with particular support in the curriculum area of numeracy.</p> <p>After evaluation, the next steps to support our students will be: In 2023 this funding will continue to enable individual programming for identified students in response to data analysis and school needs.</p>
<p>Location</p> <p>\$15,393.88</p>	<p>The location funding allocation is provided to Lawrence Public School to address school needs associated with remoteness and/or isolation.</p>

<p>Location</p> <p>\$15,393.88</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 operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement • incursion expenses • supporting teachers to engage in professional learning <p>The allocation of this funding has resulted in the following impact: This funding enabled all students to have every opportunity to engage in school activities. It also supported staff in attending professional learning.</p> <p>After evaluation, the next steps to support our students will be: Location funds will continue to support equity for all student and staff at Lawrence Public School.</p>
<p>Professional learning</p> <p>\$8,211.08</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 Lawrence 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging release for school leadership to engage in the Art of Leadership professional learning • additional release for staff to engage collaboratively around data analysis of student achievement <p>The allocation of this funding has resulted in the following impact: Through the Art of Leadership professional learning the Principal has strengthened management practices and processes in supporting staff and the school community. Whole school staff also were supported in familiarisation and implementation planning for new curriculum materials.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school will implement new curricula and Professional Learning funds will support the Assistant Principal Curriculum and Instruction to work closely with each staff member in program delivery, reflection, data analysis and informing teaching programming.</p>
<p>Literacy and numeracy</p> <p>\$28,894.04</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lawrence Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • teacher release to engage staff in observational rounds <p>The allocation of this funding has resulted in the following impact: Through observational rounds collaboration between staff has improved, and teaching practice has focused on effective, explicit teaching strategies. Time has been provided to engage in data analysis to inform teaching</p>

<p>Literacy and numeracy</p> <p>\$28,894.04</p>	<p>practice.</p> <p>After evaluation, the next steps to support our students will be: In 2023 these funds will continue to underpin quality teaching practices.</p>
<p>QTSS release</p> <p>\$11,262.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lawrence 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: QTSS funding has supported every teacher in building their capacity through evidence informed and data driven practices.</p> <p>After evaluation, the next steps to support our students will be: In 2023 QTSS funding will continue to support quality teaching and learning at Lawrence Public School.</p>
<p>Per capita</p> <p>\$15,666.16</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lawrence 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"> • Connection and engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of consumable classroom supplies for learning • Purchase of future focused furniture for students <p>The allocation of this funding has resulted in the following impact: Per capita funding has supported all students to engage in their learning. This year the school purchased additional furniture supporting future focused learning initiatives.</p> <p>After evaluation, the next steps to support our students will be: In 2023 Per capita funding will continue to support every child equitably at Lawrence Public School.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,100.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of an Assistant Principal, Curriculum and Instruction to address literacy and numeracy learning needs, and to work shoulder to shoulder with K-6 teachers to complete professional learning including the new 2023 English and mathematics syllabus, teacher programming and Literacy Progressions - Reading.

<p>AP Curriculum & Instruction</p> <p>\$30,100.00</p>	<p>The allocation of this funding has resulted in the following impact: The Assistant Principal, Curriculum and Instruction role was created to lead the implementation of literacy and numeracy across the school. In 2022 this newly formed position strengthened the school executive at Lawrence Public School through a strategic focus on data-driven, evidence informed learning.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the Assistant Principal, Curriculum and Instruction will continue to co-lead the instructional leadership of Lawrence Public School with the Principal.</p>
<p>COVID ILSP</p> <p>\$36,186.00</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: School data reflected significant growth in student improvement directly correlating with the COVID intervention programs.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school is focused on continuing intervention and support programs and will monitor and track student progress informing further initiatives.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	29	26	34	33
Girls	30	28	28	29

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.4	86.5	88.9	87.2
1	90.8	93.5	87.1	83.8
2	91.3	93.0	94.3	75.9
3	91.7	90.1	91.2	83.2
4	81.9	87.7	87.9	83.2
5	85.9	82.6	89.6	77.9
6	89.1	86.4	83.7	80.8
All Years	89.7	88.8	88.9	81.7
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)	0.2
Classroom Teacher(s)	2.49
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	136,918
Revenue	1,072,449
Appropriation	1,054,633
Sale of Goods and Services	7,070
Grants and contributions	9,752
Investment income	995
Expenses	-1,057,495
Employee related	-893,677
Operating expenses	-163,818
Surplus / deficit for the year	14,954
Closing Balance	151,873

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	57,677
Equity Total	137,157
Equity - Aboriginal	10,962
Equity - Socio-economic	91,600
Equity - Language	2,400
Equity - Disability	32,195
Base Total	738,381
Base - Per Capita	15,666
Base - Location	15,394
Base - Other	707,321
Other Total	72,867
Grand Total	1,006,082

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

Our school sought the opinions of parents, students and staff about the school. Students and parents completed the Tell the, from Me Survey, as well as completing surveys at school on technology, student engagement and Aboriginal education. Staff surveys were completed through online survey tools while groups of parents were contacted directly to complete the survey via telephone or asked to complete it when they visited the school office.

Students

- Student's advocacy at school is 92% which is above like schools and the state average.
- Student expectation of success 96% which is above like school and state average.
- Student sense of belonging was 83% which above both like schools and state average.
- Aboriginal student's advocacy at school, sense of belonging and expectations of success are all above 85% and well above state and like schools averages.

Parents

- All parents surveyed agreed, or strongly agreed that LPS supported students to learn about Aboriginal culture, and form connections with the local Yaegl people.
- 100% of parents indicated their children enjoyed learning Yaegl language lessons and that they wanted the lessons to continue for their children in 2023.
- 80% of parents were satisfied with the level of technology their children accessed at school. All surveyed parents indicated they would like their children to continue to access a loaned laptop at school.
- All parents indicated they wanted their children's use of computers to remain the same or increase in 2023

Staff

- 100% staff indicated their contributions are recognised and appreciated by those in leadership positions within the school.
- 100% of staff feel a sense of belonging at LPS.
- 60% of staff feel they are encouraged to take on leadership positions in the school.
- 100% of staff believe wellbeing is a priority at LPS
- 80% of staff believe their contributions are reflected in school policies and programs.

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.