

2022 Annual Report

Lidcombe Public School



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Introduction

The Annual Report for 2022 is provided to the community of Lidcombe Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Lidcombe Public School is an innovative, caring and inclusive learning community with a holistic educational focus. Our students will be confident, resilient, compassionate, collaborative and socially responsible global citizens.

School context

Lidcombe Public School is located in Western Sydney and has a student enrolment of 850. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. The school comprises of 36 mainstream classes and 3 special education classes. Specialist programs include Learning and Support, English as an Additional Language/Dialect, and Community Languages in Arabic, Chinese, Korean and Turkish. The school community is highly multilingual (94% LBOTE) with at least 42 different languages being represented. The most predominant languages spoken at home (April 2022) are: Chinese (27%), English (18%), Korean (14%); Turkish (11%) and Arabic (11%).

Within our school population, 94% of our students have a language background other than English, and 97% of the 94% of students require some level of EAL/D (English as an Additional Language or Dialect) support. 1 student identified as Aboriginal.

Our students come from a wide range of socio-economic backgrounds. Extra-curricular opportunities in Sport, STEM, Creative and Performing Arts, Public Speaking and debating enable our students to excel through a range of different experiences.

The school prides itself on forging strong links with the local community and has a growing, highly committed P & C Association whose members are actively involved in consultative decision making, included on panels for filling staff vacancies through the merit selection process, school self-evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions.

The school completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

1. Student growth and attainment

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence - informed strategies and embedded evaluation practice.

We have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. In 2022, we had the addition of 2 full time Assistant Principal Curriculum Instructors focusing on key targets for K-2 and 3-6 and looking at a whole school system approach to student growth.

2. Evidence Informed Practice.

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by "What works best: 2020 update". As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

3. Positive partnerships in learning

Our school community have always been very supportive of LPS. Community satisfaction was an area we explored differently through extraordinary remote learning conditions forced by COVID-19. To maintain and build on these relationships, we are going to have a four year focus strengthening community satisfaction by engaging parents in

student learning and school life. When conducting the analysis of the school wellbeing areas, it was evident that all three areas of Advocacy, Sense of Belonging and High Expectation show a decline over the last three years, but still sits above the state averages. PBL is well embedded into our school culture, however a renewal of PBL lessons and school matrix is needed to continue and evolve its success. Therefore, we will have a whole school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities drawn from evidence based practices can be grouped broadly into 'promoting social and emotional learning' and 'creating a safe environment'.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence - informed strategies and embedded evaluation practice.

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 English
- Effective Classroom Practice Mathematics

Resources allocated to this strategic direction

Curriculum Reform teacher release: \$22,848.00

QTSS release: \$57,890.00

Summary of progress

The new curriculum PL and expectations were substantive this year. Fortunately we have two very experienced and knowledgeable APC&I's to help navigate through these changes.

The challenges for 2023 and beyond in terms of the new curriculum will be the units of work and having the time to pull them apart, identify the learning needs of our students and ensuring we are addressing these without progressing to quickly and missing valuable learning.

The focus for the year has predominantly been on English and literacy needs. Mathematics will need to be the focus for Term 4 and Semester 1 2023.

The implementation of a 3-6 Mathematics data tracking system has worked well and has been used effectively this year. This systematic approach will need to be maintained and refined for 2023.

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
Top 2 bands (or equivalent) NAPLAN Numeracy increase (uplift) of 3.0% from baseline. Baseline 35.8% Lower Bound 42.6% Upper Bound 47.6% Target Lower 42.6% Target Upper 50.0% Actual data for 2022: 46.67%	With an uplift of 10.87% from the baseline data this year, targets for 2023 will need to be reviewed.
Top 2 bands (or equivalent) NAPLAN Numeracy increase (uplift) of 1.5% from baseline. Baseline 35.6% Lower Bound 40.9% Upper Bound 45.9% Target Lower 40.9% Target Upper 50.0% Actual data for 2022: 46.51%	With an uplift of 10.91% from the baseline data this year, targets for 2023 will need to be reviewed.
Expected Growth in Reading:	There was no growth recorded for students in 2022, as they did not sit

<p>Uplift of 1.5% in student growth from the baseline data.</p> <p>Baseline 53.1% Lower Bound 60.2% Upper Bound 65.2% Target Lower 60.2% Target Upper 65.2%</p> <p>Actual data 2022: No growth as cohort did not complete NAPLAN in 2020.</p>	<p>NAPLAN in 2020.</p>
<p>Expected growth in Numeracy:</p> <p>Uplift of 1.5% in student growth from the baseline data.</p> <p>Baseline 67.5^ Lower Bound 70.3% Upper Bound 75.3% Target Lower 70.3% Target Upper 75.3%</p> <p>Actual data 2022: No growth as cohort did not complete NAPLAN in 2020.</p>	<p>There was no growth recorded for students in 2022, as they did not sit NAPLAN in 2020.</p>

Strategic Direction 2: Evidence Informed Practice

Purpose

Explicit systems are embedded for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school wide improvement in teaching practice and student outcomes.

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.

- Using data to inform teaching practice
- Professional Learning

Resources allocated to this strategic direction

QTSS release: \$6,500.00

Socio-economic background: \$40,000.00

Professional learning: \$1,500.00

Summary of progress

Using data to inform teaching practice:

We will refer to the toolkit guide for next steps for improvement, including what needs to be strengthened, adopted/ started, adapted/ changed, and discontinued.

Stage meetings also need to allocate set time for data discussions and planning for adjustments to programs.

We need to ensure that we have sustainable data collection processes so that the Learn, Do, Reflect cycle is streamlined and efficient.

In 2023, we will continue to fund the extra RFF and focus on the 5 week data cycle. With the new syllabus / curriculum this may look different for K-2, but the model of focusing on set areas of needs for 3-6 teachers and students has proved in valuable. AP's will continue to work closely with APC&I's in 2023, with the model of support being stepped back as the AP's have more experience and confidence in their analysis abilities.

Professional Learning:

Continue to upskill teachers in how to use and implement the EAL/D learning progressions into their programs. 2023 a comment will also be used to support students EAL/D Learning progression. As a staff we will need to ensure that everyone has a deep understanding of the progressions and that they are utilising the EAL/D specialist teachers effectively.

Ensure that the progressions are placed into our teaching programs, with the specialist staff leading and contributing to those programs.

Continue with our connections being built with local high schools.

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% from base line data TTFM for Data Informed practice - staff data survey. Baseline data from 2019: 7.9%	Still waiting for TTFM survey results for 2022.
Uplift of 2.5% from base line data in	Still waiting for TTFM survey results for 2022.

TTFM for Data Learning Culture - staff
data survey.

Baseline data from 2019: 8.2%

Purpose

To maintain and strengthen our strong links with the local community and create a culture of excellence, we will continue to build community satisfaction by engaging parents in student learning and school life.

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.

- Sustaining culture of high expectations and continuous improvement.
- Building collective capacity of the whole school community

Resources allocated to this strategic direction

Professional learning: \$2,868.00

Summary of progress

Sustaining culture of high expectations and continuous improvement:

Rebecca Scott Home Liaison Officer recommendations:

1. Focus on improving attendance for students in the 80-85% range.
2. Look at strategies to decrease the number of unexplained absences - incentives for families, SMS system to confirm absences.
3. Promote in newsletter the importance of attending school the whole term.

Adding HSLO to the School Attendance Team meeting to discuss the above in more detail and options for improving attendance.

PBL rebranding and implementation of a playground PBL system that will incorporate student sport houses and a token system is being reviewed and implemented in 2023.

Building collective capacity of the whole school community:

Recommendations for 2023:

Continue to discuss, implement and reflect on best practices using the What Works Best updates across the whole school.

Establish a buddy system between ECTs so that teachers new to the profession and teaching environment can engage with someone in the same situation and develop trusting relationships.

Establishing a set teacher to release ECTs so that classroom programs, routines and expectations can be followed consistently.

Setting up the timetable so that all ECTs can be released at the same time for professional learning as a group.

Teachers maintenance and PL hours is something that needs to be addressed in 2023. As PL is still limited, as a school, we need to improve our practices when identifying standards for PL, meetings etc. An easier to manage approach and more knowledge of teacher identified hours needs to be created. Currently there are 10 teachers between 0-2 months, 1 teacher between 7-12 months and 56 teachers with 12 months plus, until the maintenance teaching period is expired.

Implementation of the SILF will build capacity of our middle leaders / Assistant and Deputy Principals.

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
<p>Attendance rate uplift of 2.5% from baseline system negotiated targets.</p> <p>Baseline 85.9% Lower Bound 88.6% Upper Bound 93.6% Target Lower 91.0% Target Upper 100.0%</p> <p>Actual 2022 data as of November: 92.8% and 78.9% of students attending over 90% of the time.</p>	<p>Looking at the attendance rate for 2022, the proposed uplift of 4.0% should be attainable.</p> <p>With extended leave request increasing since travelling overseas has become easier, this may have an impact next year.</p>
<p>Wellbeing</p> <p>Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.</p> <p>Wellbeing rate uplift of 1.5% from baseline 2019 TTFM student survey.</p> <p>Baseline 90.1% Lower Bound 92.8% Upper Bound 97.8% Target Lower 92.8% Target Upper 97.8%</p> <p>Actual 2022 data from TTFM survey: Expectations for Success: 8.6%, Advocacy: 7.5% and Sense of Belonging 75% of students.</p> <p>Comparing this data to 2019: Expectations for Success: decrease of 2%, Advocacy: decrease 1% and Sense of Belonging uplift of 3%.</p>	<p>Areas that need addressing as they have decreased from 2019 data:</p> <p>Expectations for success and Advocacy for learning.</p> <p>Awaiting Targets % rate to be realised for 2022.</p>
<p>Have at least 1 teacher actively engaged in the LEAD and HAT accreditation process.</p> <p>This has not been meet this year.</p>	<p>Accreditation model is being reviewed by NESA and the DoE.</p> <p>With the proposed Rewarding Excellence in teaching model, this target may change for 2023.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,736.12</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: Thirteen students were identified refugee. Their phases included, five Developing, two Beginning and six Emerging. These students had equitable access to learning resources, equipment, technology, uniform and extra-curricular activities. The school works closely with a EAL/D Education Leader to develop targeted learning programs. EAL/D teachers provide support for targeted refugee students with language acquisition.</p> <p>After evaluation, the next steps to support our students will be: 2023 support will be assessed on a needs basis. Further training will be given to all teachers in understanding the EALD progressions.</p>
<p>Integration funding support</p> <p>\$140,104.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lidcombe 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 • staffing release for targeted professional learning <p>The allocation of this funding has resulted in the following impact: Students identified through internal and external data for additional 1:1 support in class. A timetable was developed and time was allocated for students with additional learning or behaviour needs. Students requiring additional behaviour support were supervised in the playground during break times. Incidents involving these students decreased with the additional support.</p> <p>After evaluation, the next steps to support our students will be: Further intervention groups will be needed for 2023. Speech Pathologist for 2023 will also be assessed on a needs basis.</p>
<p>Socio-economic background</p> <p>\$333,143.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lidcombe 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"> • Using data to inform teaching practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$333,143.00</p>	<p>include:</p> <ul style="list-style-type: none"> • professional development of staff through to support student learning • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: Additional classroom teachers were employed to create smaller class sizes across K-2 classes. An additional SLSO was employed to attend to student behaviour needs. Thirty seven formal referrals during 2022 were highlighted and followed up for support by DP SS and school counsellor and L&ST. DP SS and school counsellor triaged referrals, organised support for students within the school and advocated for support from external agencies. All students referred were provided with targeted intervention including speech, learning, social and emotional programs.</p> <p>SLSO timetables reflected IFS funding and supported students in the classroom at point of need. Some students were supported on the playground as needed. Due to the complexity of learning and social emotional concerns following COVID, DPSS and School Counsellor met weekly. Timetables developed to support mainstream and students in SEU with additional support needs.</p> <p>Data and looking at work samples has been embedded in the practise of K-2 for the past 3 years. With the trial of the new curriculum in ES1 and Stage 1 this year, these skills did not need refreshing and allowed for a more streamlined approach to the data collection and assessment demands. The APC&I has been working with Stage 2 and 3 this year, to embedded it within their teaching practice as well, in particular on Stage 3 as the leadership changed in 2022. The APC&I would meet with the Stage 2 and 3 AP and look at the programming focus for the 5 weeks, compare it to the data collected and together identify the grade, class and small group focus for the next cycle.</p> <p>After evaluation, the next steps to support our students will be: The impact of this practise has been significant for both students and teachers. Students are able to articulate where they are up to in their learning journey, because the teachers have a confident and clear picture of their learning needs. Staff are able to ask questions in a supportive environment and are able to see the progress and impact their teaching is having. In 2023, we will continue to fund the extra RFF and focus on the 5 week data cycle. With the new syllabus / curriculum this may look different for K-2, but the model of focusing on set areas of needs for 3-6 teachers and students has proved invaluable. AP's will continue to work closely wit APC&I's in 2023, with the model of support being stepped back as the AP's have more experience and confidence in their analysis abilities.</p>
<p>Aboriginal background</p> <p>\$1,427.71</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lidcombe 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Student engaged in activity and completed tasks. Aboriginal literature regularly borrowed from the library.</p>

<p>Aboriginal background</p> <p>\$1,427.71</p>	<p>After evaluation, the next steps to support our students will be: Creation of school Welcome to Country - written in consultation with local elders is waiting approval.</p>
<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lidcombe Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Due to staff sickness and staffing shortage, EAL/D teachers were taken off programs if there was more than 1 classroom teacher away for their Stage level. This did have an impact on the EAL/D programs, however it was a decision with which all staff agreed. This only happened when there were more than 2 classroom teachers away for their Stage level. Smaller class sizes have allowed students to progress at a faster rate. This support has had a positive effect on all students and teachers.</p> <p>After evaluation, the next steps to support our students will be: EAL/D programs will not be affected as much in 2023, as the school executive have employed casuals on a semester basis who will be used as casual teachers. Continual EAL/D training will continue for all teachers.</p>
<p>Low level adjustment for disability</p> <p>\$277,671.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Lidcombe 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"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Student needs within SEU have changed over the course of the year and having an experienced teacher on hand, has allowed for targeted intervention to take place. Students with high level behaviour and learning support needs in SEU classes were supported with an additional SLSO in the classroom. The same SLSO ensured that students and SLSO built rapport to maximize learning and positive behaviour goals. Teachers and SLSOs worked collaboratively. Consultation with Network behavioural specialist also took place for 2 students within the Special Education Unit, and also 1 student in Mainstream. The resources provided by the specialist staff, have allowed teachers to deepen their knowledge and skills in those areas.</p>

<p>Low level adjustment for disability</p> <p>\$277,671.56</p>	<p>After evaluation, the next steps to support our students will be: Additional SEU SLSO support will be evaluated on a students needs basis.</p>
<p>Professional learning</p> <p>\$73,618.00</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 Lidcombe 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"> • Professional Learning • Building collective capacity of the whole school community • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: To upskill all staff with the knowledge needed to assess students using the EAL/D learning progressions. LPS student sample used as the practical component of the PL. Email communication with Raylene Park EAL/D specialist. Staff now have the base knowledge of the progressions. This is still an area that will need further development. Raylene will be working with our EAL/D specialist team during 2023, to ensure they have the skills and knowledge needed to answer questions and support teachers with their decisions. The EAL/D specialist team are taking on the leadership and capacity building for the mainstream teachers.</p> <p>All specialist staff now have the knowledge on board to support students and teachers using the progressions in Numeracy. Specialist teachers are able to upskill staff and lead the learning and focus around Numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to upskill teachers in how to use and implement the learning progressions into their programs. In 2023, a comment on our half yearly and yearly reports will be included to support students EAL/D Learning progression. As a staff we will need to ensure that everyone has a deep understanding of the progressions and that they are utilising the EAL/D specialist teachers effectively. To upskill our Specialist teams with knowledge needed to support our students in Numeracy. AP's reported positively about the PL and are keen to start implementing what they have learnt with their teams. This PL has been a strong starting point for SILF implementation for 2023. Ensure that the progressions are placed into our teaching programs, with the specialist staff leading and contributing to those programs. Continue with our connections being built with local high schools.</p>
<p>QTSS release</p> <p>\$100,257.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lidcombe 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 English • Using data to inform teaching practice • Other funded activities <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

<p>QTSS release</p> <p>\$100,257.00</p>	<p>high-quality curriculum</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Collecting and analysing data and looking at work samples has been embedded in the practice of K-2 for the past 3 years. With the trial of the new curriculum in ES1 and Stage 1 this year, these skills did not need refreshing and allowed for a more streamlined approach to the data collection and assessment demands.</p> <p>The APC&I has been working with Stage 2 and 3 this year, to embed it within their teaching practice as well, in particular on Stage 3 as the leadership changed in 2022. The APC&I met with the Stage 2 and 3 AP and look at the programming focus for the 5 weeks, compare it to the data collected and together identify the grade, class and small group focus for the next cycle.</p> <p>The impact of this practice has been significant for both students and teachers. Students are able to articulate where they are up to in their learning journey, because the teachers have a confident and clear picture of their learning needs. Staff are able to ask questions in a supportive environment and are able to see the progress and impact their teaching is having.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to fund the extra RFF and focus on the 5 week data cycle. With the new syllabus / curriculum this may look different for K-2, but the model of focusing on set areas of needs for 3-6 teachers and students has proved invaluable. AP's will continue to work closely with APC&I's in 2023, with the model of support being stepped back as the AP's have more experience and confidence in their analysis abilities.</p>
<p>COVID ILSP</p> <p>\$347,822.00</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 • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: These programs have been very beneficial for the students. All students have shown growth in reading and writing with 1 group of Year 4 students exceeding expected growth by 4 levels within the 20 weeks.</p> <p>After evaluation, the next steps to support our students will be: Moving forward we will be upskilling all SLSO's and SASS staff to maintain the program in 2023 due to funding cuts.</p>
<p>AP Curriculum & Instruction</p> <p>\$271,028.00</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>AP Curriculum & Instruction</p> <p>\$271,028.00</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"> • All teachers demonstrate best practise in literacy and numeracy. • High Impact Professional Learning <p>The allocation of this funding has resulted in the following impact: In K-2 English, teachers have been engaging in professional learning guided by evidence based research in phonological awareness, phonics and vocabulary. Teachers used the Learn, Do, Reflect cycle to implement and reflect on new programs and strategies. Additionally, Stage 1 teachers trialled the new NSW Curriculum units as an Accelerated Adopter school. Teachers participated in regular professional learning about the new curriculum with the support of our Curriculum Advisors, implemented units, provided feedback and reflected on data and teaching practice.</p> <p>In K-2 mathematics, previous data has indicated that we needed to focus on foundational numeracy skills in order to achieve success in the new curriculum and implementing the connectionist approach to mathematics. Teachers have engaged in professional learning to support Number and Place Value, Counting Processes, Additive and Multiplicative strategies, while collecting and interpreting regular data collected from observations, SENA and IfSR assessment.</p> <p>In 3-6 English, teachers have been undertaking PL to understand the language of the Literacy Progressions and incorporating it into the teaching and learning cycle. We have focused on 'Understanding Texts' indicators for decision making, planning and programming, delivering, and assessing and reporting for Reading Comprehension and Vocabulary.</p> <p>In 3-6 mathematics, teachers have used regular formal assessments to track student progress in all outcomes and indicators in the Number and Algebra strand. Teachers use this data to plan for weekly lessons. Additionally, the data is used to provide support and determine interventions for students with the Learning and Support Teachers, such as withdrawal groups and in-class support.</p> <p>After evaluation, the next steps to support our students will be: We will refer to the toolkit guide for next steps for improvement, including what needs to be strengthened, adopted/ started, adapted/ changed, and discontinued.</p> <p>Stage meetings also need to allocate set time for data discussions and planning for adjustments to programs. We need to ensure that we have sustainable data collection processes so that the Learn, Do, Reflect cycle is streamlined and efficient.</p>
<p>South West Sydney low level adjustment for disability boost</p> <p>\$12,558.69</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lidcombe Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Passive Play area design to meet student physical needs <p>The allocation of this funding has resulted in the following impact: Passive Play equipment to meet student needs</p> <p>After evaluation, the next steps to support our students will be: Sandpit and playground specialised playground equipment have been</p>

<p>South West Sydney low level adjustment for disability boost</p> <p>\$12,558.69</p>	<p>ordered to accommodate students needs. These designs have been in consultation with Network behavioural and Learning and Support Specialist.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	428	425	457	432
Girls	385	395	416	407

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.2	93.1	93.7	91.4
1	95.8	91.8	96.0	89.9
2	96.4	93.0	95.7	93.0
3	97.1	92.1	96.1	92.7
4	96.2	94.2	96.7	92.8
5	96.5	95.8	96.0	92.2
6	95.6	95.5	94.6	91.3
All Years	96.1	93.5	95.5	91.9
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
Deputy Principal(s)	2
Assistant Principal(s)	6.8
Classroom Teacher(s)	33.62
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.4
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	8.17
Other Positions	4.6

*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	890,761
Revenue	9,977,129
Appropriation	9,699,963
Sale of Goods and Services	17,705
Grants and contributions	247,212
Investment income	10,379
Other revenue	1,870
Expenses	-10,038,651
Employee related	-9,181,258
Operating expenses	-857,392
Surplus / deficit for the year	-61,521
Closing Balance	829,240

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	144,840
Equity Total	1,272,117
Equity - Aboriginal	1,428
Equity - Socio-economic	293,144
Equity - Language	700,000
Equity - Disability	277,545
Base Total	6,379,912
Base - Per Capita	227,978
Base - Location	0
Base - Other	6,151,935
Other Total	1,399,227
Grand Total	9,196,096

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.

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.

Lidcombe Public School NAPLAN scores are inclusive of Special Education students with mild to moderate intellectual disabilities.

In 2022, we moved from a paper test to an online test. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results - such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format - should take into consideration the different test formats and are discouraged during these transition years.

Year 3 Reading

* 50% students are proficient (top two bands) (state 54%).

* 15.2% students are in bottom two bands % (state 13.7%).

* Trend data - From 2019 to 2022 there was a steady increase in average score and as a result we are now above the state average in 2022.

Year 3 Writing

* 60.4% students are proficient % (top two bands) (state 55.7%).

* 9% students in bottom two bands (state 8.3%).

* Trend data - From 2016-2022, the school has followed the state's trend line and maintained higher scores than the state average.

Year 3 Language Conventions

* 56% students are proficient (top two bands) (state 52.6).

* 9.2% students were in bottom two bands (state 13.4).

* Trend data - The school has shown a substantial increase in average score and we now sit well above the state average.

Year 3 Spelling

* 61.5% students who are proficient (top two bands) (state 51.9%).

* 14.7% students in bottom two bands (state 14.7%).

* Trend data - The school has maintained a trend line that is comparable with state average from 2016 to 2022.

Year 3 Numeracy

45.8% students who are proficient (top two bands) (state 37%).

20.6% students in the bottom two bands (state 14.7%).

* Trend data - The school has shown a steady increase in average score from 2019-2022. The school now sits above the state average.

Year 5 Reading

* 43.4% students are proficient (top two bands) (state 40.5%).

* 15.9% students in bottom two bands (state 18.3%).

* Trend data - Rising school trend since 2016 compared to a flat state trend with the exception of 2021. We sit above state average.

Year 5 Writing

* 35.4% students are proficient (top two bands) (state 26.6%).

* 10.6% Students in bottom two bands (state 18.3%).

* Trend data - School has shown a sharp rising trend since 2016 and have maintained our position above state average.

Year 5 Language Conventions

* 47.7% students are proficient (top two bands) (state 34%).

* 11.9% students in bottom two bands (state 16.6%).

* Trend data -Sharp rise since 2019 as compared to a flat and falling state trend.

Year 5 Spelling

* 53.2% students are proficient (top two bands) (state 40.8%).

* 11% students in bottom two bands % (state 14.5%).

* Trend data - Varied results over the years from 2017. Continue to sit well above the state average.

Year 5 Numeracy

47.2% students are proficient (top two bands) (state 29.4%).

18.5% students are in bottom two bands (State 17.6%).

Trend data - Higher than state, the school trend line is sharply rising since 2018 above a flat and recently declining (state) trend line.

Parent/caregiver, student, teacher satisfaction

Parent / caregiver satisfaction:

Results from the 2022 TTFM Parent survey produced the trend report results. These results are compared to 2021 TTFM survey. Data showed that the following trends: Parents feel welcome - decrease 0.3, Parents are informed - decreased 0.3, Parents support learning at home - increased 0.1, School supports learning - decreased 0.7, School supports positive behaviour - increase 0.4, Safety at school decrease - 0.1, and parents feeling inclusive at school - decreased 0.6.

Student satisfaction: The snapshot was taken during October 2022 and compared to the snapshot taken in November 2021. Comparing the two data sets results showed that students' sense of belonging increased by 4%. The reported also indicated that the advocacy for school, positive learning climate and expectations for success all decreased by 0.2%.

Teacher Satisfaction:

All areas looked at in the TTFM survey, showed very minimal changes from previous years. A minor decrease of 0.1 in areas relating to quality feedback, parent involvement and positive learning culture. There was a 0.1 -0.3 increase in areas relating to an inclusive school, leadership, collaboration and teaching strategies. This survey was conducted in October 2022. These results were discussed and analysed by all staff, presented to the P&C and also discussed with student leadership team. Feedback from the discussions will be used to help direct questioning for future surveys and also help inform the 2023-2026 SIP.

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.

Aboriginal Education - School statement

Four Aboriginal students are enrolled at Lidcombe Public School in: Kindergarten (1), Year 1 (1), Year 3 (1) and Year 6 (1). The students were all supported in their classes with Personalised Learning Pathways (PLPs). PLPs are an effective tool for increasing Aboriginal student engagement. They have the potential to support improved learning outcomes and educational aspirations when they are developed in genuine partnership with Aboriginal students, their parents or carers and teachers. PLPs are an active process, they can have short term or long term goals. Short term goals can be specific stepping stones to reach long term goals.

* Average yearly attendance was 91.1% (whole school 92%) and higher than the state average.

Our staff continue to embed Aboriginal and Torres Strait Islander perspective across the curriculum for all students. Stage 1 and Stage 3 also incorporated this in their planning for project based learning.

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.

Anti-Racism - School statement

Lidcombe Public School celebrates Harmony Day every day of the school year. Multicultural education is embedded in all school programs, policies and procedures, as evidenced in the Tell Them From Me survey results, outlined in this annual report. The school has an anti-racism contact officer elected each year and the very few complaints received in relation to racism are appropriately managed using the school's Discipline Code and/or complaints handling procedures.

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.

Multicultural and anti-racism education - School Statement

Multicultural education has remained a focus for our school, and is demonstrated through the development of skills, knowledge and attitudes that promote a culturally and linguistically diverse society. Intercultural understandings are integrated throughout all key learning areas.

English as an Additional Language and/or Dialect (EAL/D)

93% of students were identified as being from a language background other than English (LBOTE) with more than 45 different languages represented.

The school was allocated with 6.0 full time equivalent EAL/D teachers, three of whom are TESOL trained.

EAL/D students were assessed throughout the year using the EAL/D Learning Progression as:

- * Beginning -143 students.
- * Consolidating -123 students.
- * Developing 226 - students.
- * Emerging 271- students.

The New Arrivals Program (NAP) provided intensive support for students who were within their first 9-12 months of Australian schooling. In addition to providing language support through the NAP, EAL/D teachers engaged in collaborative programming and teaching with classroom and specialist teachers. EAL/D teachers regularly surveyed classroom teachers and stage supervisors to assess current support models and the effectiveness of targeted areas. Language support was focused on areas of specific need as indicated by class and stage teaching and learning data. Target areas for EAL/D classroom support in 2022 included oral interaction, reading comprehension and sentence writing. In addition to assessment data highlighting the effectiveness of these programs, students also demonstrated increased confidence in the classroom. Thirteen students were identified as being refugees and received targeted learning programs.

Other School Programs (optional)

Student Representative Council (SRC)

The SRC provides opportunities for students (in Years 2 to 6) with leadership aspirations and qualities to represent the voice of student community at Lidcombe Public school and local community. During 2022 representatives of the SRC and school leaders volunteered to assist their peers in various ways. They created posters to advertise fundraising, led the whole school assembly every Tuesday morning and presented the school Positive Behaviour for Learning goal each week. The SRC was active in supporting students through monitoring the buddy benches and offering assistance to their peers on the playground. During 2022, the SRC organised, promoted and ran the school 'One Stop Stationery Shop'. This gave the students the opportunity to brainstorm, organise and work collaboratively to solve real life problems and act as apprentice entrepreneurs to ensure their business was successful. Their goal was to raise money to donate to the school for resources, such as guided readers. The students raised \$790.

Future directions for the SRC

During 2023 the SRC students will collectively participate in establishing goals and evaluating their contribution to the school and local community.

The 2023 SRC will be involved in opportunities to help:

- * improve communication between the SRC and the students
- * raise awareness of issues that affect the local community
- * raise money for the school community and a selected charity.

The SRC forums will begin to discuss local community issues and issues arising from school forums and then look broader than our own school to make connections with other SRC communities.