2022 Annual Report

Lightning Ridge Central School

2395

Introduction

The Annual Report for 2022 is provided to the community of Lightning Ridge Central 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

At Lightning Ridge Central School we create positive, safe, and respectful learning environments that engage students in quality lessons, celebrate success and promote life long learning.

School context

Lightning Ridge Central School is in the north-east corner of the Western NSW Region. It is 270kms km from Moree. The school is in an outback Opal mining location, with a multicultural population drawn from all over the world. The school utilises its unique environment as a feature in many of its learning activities and studies. Lightning Ridge Central School is vibrant and inclusive with around 330 students. Approximately 51% of the students identify as Aboriginal or Torres Strait Islanders. The school operates an Aboriginal Language Nest and endeavours to embrace the local Yuwaalaraay culture and language. It also acknowledges and celebrates the wide diversity of non-indigenous cultures within the school and broader community. The school has excellent facilities, which include well-maintained classrooms in pleasant, green surroundings. The school has a comprehensive library and very high levels of technology for student learning. The school currently has 39 teachers and 25 administration and support staff, which includes additional temporary staff employed through school based funding to better support the learning needs of all students. There is significant turnover of staff each year. Additional resources are allocated to provide tiered support to improve literacy and numeracy outcomes for all students in Kindergarten to Year 12. In addition to the academic pursuits the school provides a broad range of activities including the performing arts, cultural, leadership and sporting experiences. Schools play a critical role in rural and remote communities. Lightning Ridge Central School is committed to strengthen its partnership with the community. This partnership has a strong focus on raising expectations and promoting lifelong learning'. Lightning Ridge Central School strives to positively contribute to the district and the school facilities are readily available for community use and is regularly used by a number of groups and organisations..

As a result of the school's situational analysis, it has been determined that a whole school approach, including with all members of the school community, is required to achieve improvement in student performance.

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

Purpose

To improve student growth and attainment in reading, numeracy and writing through quality teaching 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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: $63,620.00
Aboriginal background: $34,050.00
Professional learning: $59,000.00
Integration funding support: $373,783.00
English language proficiency: $16,519.00
Low level adjustment for disability: $195,365.00
AP Curriculum & Instruction: $180,685.00
Per capita: $86,800.00
QTSS release: $37,000.00

Summary of progress

Effective teaching of Reading: Employment of an Assistant Principal Curriculum and Instructions (APCI) was beneficial with student engagement/behaviours, and reading outcomes improved dramatically . The APCI in consultation with a new teacher established MacLIt, in particular PreLit, MultiLit and Initialit. This provided tiered intervention for students who are having difficult meeting growth targets . Staff including Student Learning Support Officers s were supported with professional learning provided by APCI . In Secondary the introduction of vertically integrated 7-12 Literacy classes has allowed to staff to better personalise learning. Barriers were a staff shortage and some of the students requiring intervention needed consistent attendance.

In 2023 the school will replace Quicksmart Literacy with the MacLit program in   Stage 4. The current secondary literacy classes will continue and will be reviewed in 2023.

Effective Teaching of Numeracy: The introduction of targeted and vertically integrated Numeracy Classes across 7-12 supported the students to develop and strengthen their understanding of Maths operations. Students who understood math operations developed their mathematical problem solving skills. Students who require further support were referred to Quicksmart Numeracy. In Primary, explicit teaching of number was the focus The barriers were the need for more stability in staffing and the inconsistent attendance of some of the students who require targeted intervention and support. For 2023 we have purchased Mathletics and will continue explicit teaching of number in Primary while in secondary Quicksmart Numeracy will continue to be utilised as an intervention strategy as will the integrated numeracy classes.

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
Reading: Improvement in the percentage of students achieving in the top 2 bands in reading with a minimum of the lower bound system-negotiated targets being achieved: Year 3 and Year 5: 23% (lower band)	***2022 NAPLAN data indicates 18.75% of students are in the top two skill bands for Reading indicating the school is yet to achieve the system negotiated target, however progressed beyond the target baseline by 3.65% .*** • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Reading: Improvement in the	***2022 NAPLAN data indicates 15.38% of students are in the top two***

percentage of students achieving in the top 2 bands in reading with a minimum of the lower bound system-negotiated targets being achieved: Year 7 and Year 9: 18% (lower band)	**skill bands for reading indicating the school is yet to achieve the system negotiated target, however progressed beyond the target baseline by 6.85% .** Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Numeracy: Improvement in the percentage of students achieving in the top 2 bands in numeracy with a minimum of the lower bound system-negotiated targets being achieved: Year 3 and Year 5: 21% (lower band)	**2022 NAPLAN data indicates 5.8 % of students are in the top two skill bands for numeracy indicating the school is yet to achieve the system negotiated target.** Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Numeracy: Improvement in the percentage of students achieving in the top 2 bands in numeracy with a minimum of the lower bound system-negotiated targets being achieved: Year 7 and Year 9: 16% (lower band)	**2022 NAPLAN data indicates 4.5% of students are in the top two skill bands for numeracy indicating the school is yet to achieve the system negotiated target.** Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving expected growth to be moving from the baseline toward the lower bound system-negotiated target in reading	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, a comparison of term One and Four Check-In reading data shows that 33% of students demonstrated an increase in reading comprehension of at least 10% growth. 61% of students experienced positive growth in their reading comprehension scores.
Improvement in the percentage of students achieving expected growth to be moving from the baseline toward the lower bound system-negotiated target in reading	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving expected growth to be moving toward the school's lower bound system-negotiated target.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving expected growth to be moving toward the school's lower bound system-negotiated target.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improve the percentage of students achieving in the top three bands of HSC to be above the lower bound target.	**• 28.26% of students attained results in the top three bands demonstrating progress is yet to be seen toward the system based target target. (HOW BIG IS COHORT? IF LIMITED WE USE OTHER STATEMENT FOR CONFIDENTIALITY)** • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of Aboriginal students achieving the top three NAPLAN bands in numeracy to be above the lower bound target.	**How many Aboriginal student sat NAPLAN in primary? If we put results will they be easily identified??** Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of Aboriginal students achieving the top three NAPLAN bands in reading to be above the lower bound target.	**• How many Aboriginal student sat NAPLAN in primary? If we put results will they be easily identified??** • • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, a comparison of term One and Four Check-In reading data shows that 38% of Aboriginal students demonstrated an increase in reading comprehension of at least 10% growth. 63% of Aboriginal students experienced positive growth in their reading comprehension scores.

Strategic Direction 2: SD 2 Wellbeing

Purpose

Develop and embed a sustainable culture of wellbeing to provide students with the knowledge and skills to connect, succeed and thrive.

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.

- Whole School Well-being

Resources allocated to this strategic direction

Socio-economic background: $336,025.00
Aboriginal background: $370,322.00
Student support officer (SSO): $79,108.00
Low level adjustment for disability: $74,411.00
Location: $166,000.00

Summary of progress

The Learning Support Team (LST) continues to collaboratively plan responses to student needs, including: arranging access to allied health and working closely with external support services and DoE staff, establishing Complex Case Teams and supporting teaching staff. All staff have undertaken Trauma Informed Practice and Sexualised Behaviour Professional Learning. Guest speakers have been utilised where appropriate, and a Wellbeing Teacher was employed in lieu of a school counsellor. The complexity of the wellbeing needs of our cohort and the isolation from some crucial services makes it very challenging to be pro-active and fully meet the needs of all students. In 2023, the Wellbeing teacher position will continue on a 0.8 FTE basis, however timetables wellbeing lessons in secondary have been discontinued following students and staff surveys and workshops.

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 school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.	Student and Staff surveys as well as workshops and conversations with community members indicate that wellbeing is a priority for all stakeholders. The school continues to care for all students through a planned and pro-active approach to wellbeing which has been supported by Individualised Learning Plans and strategies and processes to support positive student behaviour.
Improved student attendance >90% of the time by: Primary 65% (lower band)	**The number of students attending greater than 90% of the time or more has decreased by 24%, however this figure was significantly affected by covid and the restrictions relating to attending school when students are unwell.** The school continues to maintain and develop positive relationships with families to enhance student attendance. Student attendance is prioritised by all staff and the Attendance Team, including an Attendance Officer meet regularly with other Department of Education Officers to analyse attendance data and develop and implement strategies that support improved student attendance. The school has also received Strategic Support from DoE Officers to address attendance concerns and refine the school's systems for student attendance.
Improved student attendance >90% of the time by:	**The number of students attending greater than 90% of the time or more has decreased by 22.66%, however this figure was significantly affected by covid and the restrictions relating to attending school**

Secondary 46% (lower band)	**when students are unwell.**
	Secondary attendance remains a significant challenge. Friday Clubs have been introduced which has seen a slight uplift in attendance on that day. The school has introduced more vocational courses under the Rural Pathways Program which have been popular with students.

Strategic Direction 3: Systems and structures for whole school success

Purpose

To establish and implement administrative systems , structures and processes that underpin ongoing school improvement and the professional effectiveness of all school members in:

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.

- Community Engagement

Resources allocated to this strategic direction

Socio-economic background: $206,000.00
Professional learning: $15,000.00

Summary of progress

The key to our success in this area has been our Business Manager's leadership of the community engagement team. Headline events such a CAPA Night, NAIDOC Week have been great successes, underpinned by staff working together collaboratively and the wider use of social media platforms to reach our community. Increased engagement with headline events but also engagement in day-to-day student learning requires further development. In 2023 we will continue to work towards increased parent and carer engagement.

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 school develops systems to collect and analyse information to inform student transition and collaborates with parents of students whose continuity of learning is at risk.	The school collects and analyses information to inform and support students' successful transitions. The school actively plans for student transitions (e.g. into Kindergarten; Y6 to Y7; Y10 to Y11). The school clearly communicates its transition activities to the school community. Qualitative and Quantitative data is used to plan transition programs which support students.
The school regularly solicits and addresses feedback on performance from students , staff, parents and community members	Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. For example; Parent/Teacher Nights, CAPA Nights, Parent Information Evenings,Education Week, NAIDOC Week and Book Week.

Funding sources	Impact achieved this year
Integration funding support $373,783.00	Integration funding support (IFS) allocations support eligible students at Lightning Ridge Central School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with different learning needs **The allocation of this funding has resulted in the following impact:** Most eligible students demonstrating progress towards their personalised learning goals. All Learning Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students will be:** After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's needs specifically.
Socio-economic background $605,645.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Lightning Ridge Central School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Whole School Well-being • Community Engagement **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** Check-In data indicates that in Year 4 there has been a 5% increase in reading comprehension scores. In term 1 our school was 0.3% below the Year 4 scores in Statistically Similar School Groups (SSSG). Term 4 results indicated our average student score was 4.1% above SSSG score. Check-In data indicates that in Year 5 there has been a 5% increase in reading comprehension scores. In term 1 our school was 2.1% below the Year 5 scores in Statistically Similar School Groups (SSSG). Term 4 results indicated our average student score was 1% below the SSSG score. Check-In data indicates that in Year 6 there has been a 5% increase in reading comprehension scores. In term 1 our school was 0.3% below the Year 6 scores in Statistically Similar School Groups (SSSG). Term 3 results indicated our average student score was 12% above SSSG score. **After evaluation, the next steps to support our students will be:** In 2023 we will consolidate our MacLit Programme in Years 3 to 6 and continue to build the capacity of staff to support student learning.
Aboriginal background	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lightning Ridge Central School. Funds

$404,372.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Whole School Well-being **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support literacy and numeracy programs **The allocation of this funding has resulted in the following impact:** Check-In data indicates that for Aboriginal students in Year 4 there has been a 7% increase in reading comprehension scores. In term 1 our school was 1.3% above the Year 4 scores in Statistically Similar School Groups (SSSG). Term 4 results indicated our average student score was 8.2% above SSSG score. Check-In data indicates that for Aboriginal students in Year 5 there has been a 3% increase in reading comprehension scores. In term 1 our school was 15% below the Year 5 scores in Statistically Similar School Groups (SSSG). Term 4 results indicated our average student score was 1.4% above SSSG score. Check-In data indicates that for Aboriginal students in Year 6 there has been a 3% increase in reading comprehension scores. In term 1 our school was 4% below the Year 5 scores in Statistically Similar School Groups (SSSG). Term 4 results indicated our average student score was 2% above SSSG score. **After evaluation, the next steps to support our students will be:** After evaluation, the next steps to support our students with this funding will be: consolidating the implementation of the MacLit program and further explicit reading support and maintain the delivery of differentiated and personalised support to Aboriginal students.
English language proficiency $16,519.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Lightning Ridge Central School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this equity loading include:** • employment of additional bilingual staff to support communication **The allocation of this funding has resulted in the following impact:** EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. **After evaluation, the next steps to support our students will be:** Ongoing professional learning will identify language and cultural demands across the curriculum.
Low level adjustment for disability $269,776.00	Low level adjustment for disability equity loading provides support for students at Lightning Ridge Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Low level adjustment for disability $269,776.00	**including:** • Reading • Whole School Well-being **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students will be:** After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.
Location $166,000.00	The location funding allocation is provided to Lightning Ridge Central School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Whole School Well-being **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate **The allocation of this funding has resulted in the following impact:** Increased subject opportunities and choices for students. **After evaluation, the next steps to support our students will be:** After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.
Professional learning $74,000.00	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 Lightning Ridge Central School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Community Engagement **Overview of activities partially or fully funded with this initiative funding include:** • Professional learning delivered to SLSOs and teachers on the delivery of MacLit programs. **The allocation of this funding has resulted in the following impact:** The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results. **After evaluation, the next steps to support our students will be:** After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.
QTSS release	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lightning

$37,000.00	Ridge Central School.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Reading **Overview of activities partially or fully funded with this initiative funding include:** • 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 **The allocation of this funding has resulted in the following impact:** Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students will be:** After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.
COVID ILSP $248,113.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing intensive small group tuition for identified students who were not meeting benchmarks in literacy and numeracy **The allocation of this funding has resulted in the following impact:** The majority of the students in the program achieving significant progress towards their personal learning goals **After evaluation, the next steps to support our students will be:** After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.
Student support officer (SSO) $79,108.00	These funds have been used to support improved outcomes and the achievements of staff and students at Lightning Ridge Central School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Whole School Well-being **Overview of activities partially or fully funded with this Staffing - Other funding include:** • the implementation of small group work to address student wellbeing needs **The allocation of this funding has resulted in the following impact:** The delivery of individualised well-being programs to support secondary students. **After evaluation, the next steps to support our students will be:** These programmes will be reviewed for impact and the statement of duties adjusted accordingly.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	179	165	170	174
Girls	169	165	164	175

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 has 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.

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	91.6	90.4	86.7	79.6
1	87.4	87.6	84.3	79.2
2	88.4	89.0	82.5	77.3
3	86.6	88.7	80.7	75.6
4	87.8	89.6	86.6	70.3
5	85.0	88.2	83.8	73.3
6	86.0	86.4	80.0	70.3
7	83.8	85.1	75.4	72.3
8	82.3	82.5	78.9	66.7
9	75.3	81.7	70.1	71.1
10	63.7	75.7	69.2	59.7
11	62.6	73.3	61.6	50.0
12	69.1	86.1	72.6	66.6
All Years	82.3	85.0	77.8	70.2

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
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	18	2
Employment	35	23	65
TAFE entry	5	0	8
University Entry	0	0	8
Other	60	49	0
Unknown	0	0	17

Year 12 students undertaking vocational or trade training

11.11% of Year 12 students at Lightning Ridge Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

93.3% of all Year 12 students at Lightning Ridge Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4.2
Head Teacher(s)	4
Classroom Teacher(s)	22.7
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.2
Other Positions	1.4

*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	1,070,221
Revenue	9,151,802
Appropriation	9,011,112
Sale of Goods and Services	16,346
Grants and contributions	113,696
Investment income	8,297
Other revenue	2,351
Expenses	-8,373,213
Employee related	-6,827,142
Operating expenses	-1,546,071
Surplus / deficit for the year	778,590
Closing Balance	1,848,810

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	373,783
Equity Total	1,298,599
Equity - Aboriginal	407,431
Equity - Socio-economic	604,871
Equity - Language	16,520
Equity - Disability	269,777
Base Total	5,130,480
Base - Per Capita	86,836
Base - Location	166,450
Base - Other	4,877,194
Other Total	1,086,529
Grand Total	7,889,392

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Legend: School 2022 | SSSG Average 2022 | State Average 2022 | School Average 2020-2022
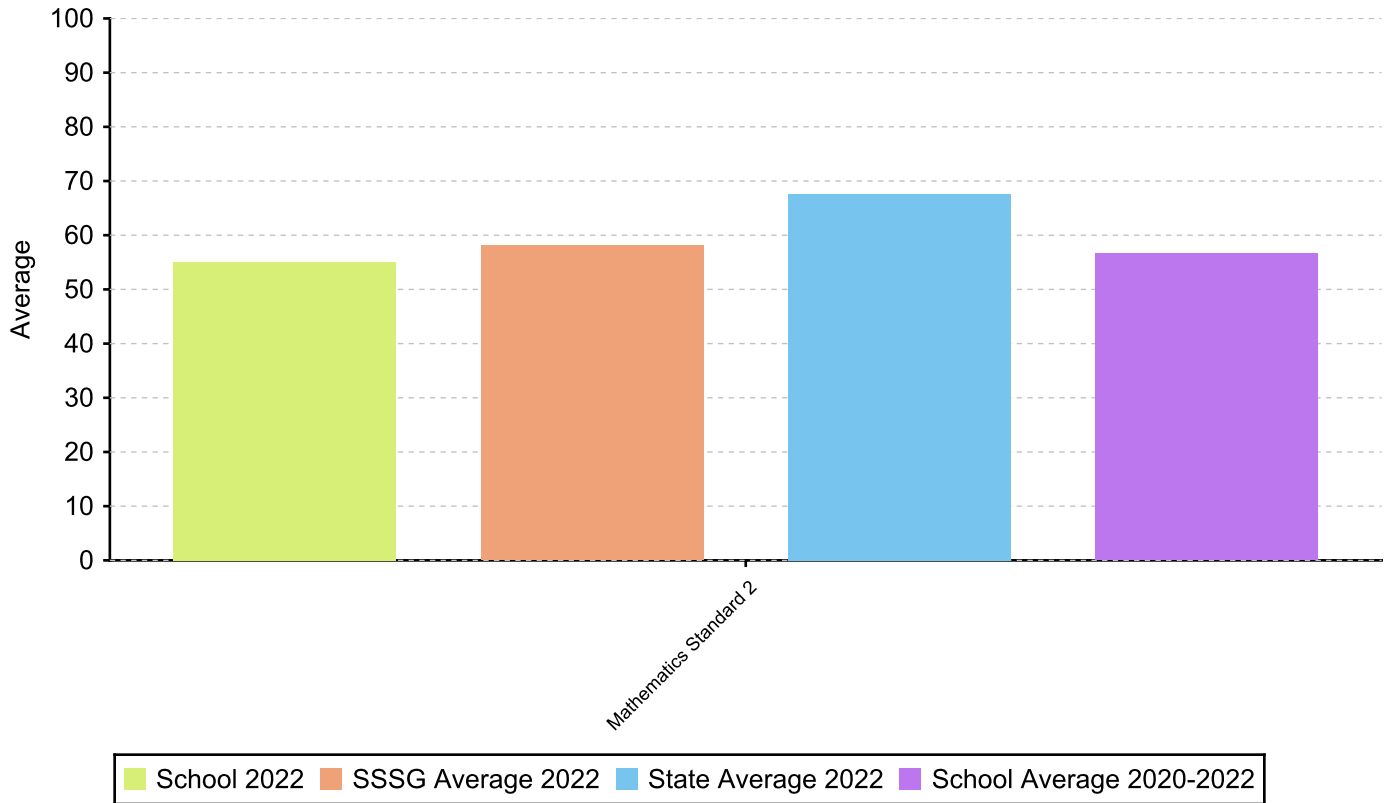
Subject	School 2022	SSSG	State	School Average 2020-2022
Mathematics Standard 2	55.1	58.1	67.6	56.6

Parent/caregiver, student, teacher satisfaction

The school has an active and engaged AECG and P&C that gives parents and carers input into school policy matters. Students' voice is provided for through the SRC. Feedback workshops and surveys are undertaken with students to provide them with a voice on school policy, procedures and property. As an example a recent school beautification program came at the behest of the student body.

Numerous community members participated in working bees to beautify the school grounds.

Lightning Ridge Central School 2395 (2022)

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.