

2022 Annual Report

Lisarow Public School



2407

Introduction

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

Lisarow Public School values authentic connections in a safe, nurturing environment with a commitment to high engagement, high expectations, explicit and individualised learning opportunities and visible leadership.

School context

PROUD COMMUNITY, QUALITY LEARNING

Lisarow Public School is a comprehensive K-6 primary school with 200 students serving the Lisarow community on the Central Coast. Lisarow Public School prides itself on its long community connections from its beginnings in 1928. We are fortunate to have a genuine partnership with P & C and the wider community which ensures the school is well positioned in supporting quality outcomes for our students. The school offers a range of academic, cultural and sporting programs which provide differentiated opportunities for students to excel.

Enrolments have slowly decreased over the years with a change in the demographics of the area. Our Aboriginal population fluctuates significantly and we currently have 12 Aboriginal students. 12% of students require different levels of EAL/D (English as an Additional Language or Dialect) support. Attendance is high with 84% of students attending with more than a 90% attendance rate.

The school is a proud member of the Valley Schools Learning Community with strong and positive links to Cooinda Local Aboriginal Education Consultative Group (AECG) and The University of Newcastle, Ourimbah Campus.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using explicit teaching strategies will ensure students achieve expected growth and attainment in their learning. This will be achieved through the provision of highly effective and evidence-based professional learning for all staff. Staff will have the opportunity for collaboration and will be able to seek instructional leadership.

We have identified a need to consistently use data driven practices to ensure all students have access to reflective and targeted teaching. Continual monitoring of student performance data will determine areas of need and success at a class and school level. Further work will need to occur around how teachers successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

There will be a strong focus on continuing to develop staff and community knowledge in understanding the use of effective practices and strategies to support student wellbeing to ensure every student is known, valued and cared for.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the student learning outcomes in reading and numeracy we will develop and sustain whole school processes to ensure evidence informed teaching and assessment practices are responsive to the individual learning needs of students.

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.

- High Impact Teaching Literacy and Numeracy
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$13,000.00

QTSS release: \$35,000.00

Summary of progress

Throughout 2022, staff had a deep focus on embedding high impact pedagogies in classrooms by providing ongoing shoulder-to-shoulder differentiated professional learning in literacy and numeracy. We underwent professional learning in Starting Strong and Big Ideas, number talks, use of decodables, the writing process, play-based learning and phonics. Throughout the year, teachers shared resources, collaboratively designed and delivered lessons, observed each other's practice and provided professional feedback in literacy and numeracy. Teachers found this approach to be extremely valuable. As a result, this structure will continue as we move forward into next year with a strong focus on the new curriculum.

Whole staff were provided with professional learning in the use of Interview for Student Reasoning assessments (IfSR). Stage teams had scheduled opportunities to engage in reflection and conversations using data collected from IfSR whilst reflecting on the teaching and learning cycle. This informed programming and the development of individual student learning goals. Similar processes were followed with NAPLAN, Check In, phonological awareness and reading data. Data analysis was incorporated into stage meetings and staff acknowledged that time spent discussing data and planning where to next for students was valuable. We will continue to refine summative and formative assessment practices into 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
The school achieves an 5% uplift in the top two reading bands in NAPLAN from baseline 43.5%.	We achieved 50% in the top two bands NAPLAN reading. This is above our baseline target 43.5%.
The school achieves a 5% uplift in the top two numeracy bands in NAPLAN from baseline 31.8%.	We achieved 42% in the top two bands NAPLAN numeracy. This is above our baseline target 31.8%.
The school achieves an uplift of between 2% and 5% of students achieving expected growth in reading in NAPLAN from the baseline data.	N/A due to no growth data available in 2022.
The school achieves an uplift of between 2% and 5% of students achieving expected growth in numeracy in NAPLAN from the baseline data.	N/A due to no growth data available in 2022.

The school will maintain Sustaining and growing in Data Skills and Use in the Learning Domain.	Self assessment against the School Excellence Framework shows the school is currently maintaining Sustaining and growing in Data Skills and Use.
The school achieves a 3% uplift in the number of questions correct in reading check in assessment from a 2020 baseline of 55% in year 3.	56.3% of questions were answered correctly in reading check in assessment, and uplift of 1.3%.
The school achieves a 3% uplift in the number of questions correct in numeracy check in assessment from a 2020 baseline of 63.3% in year 3.	We remained at 63% of questions correct in numeracy check in assessment.

Strategic Direction 2: High Expectations and Engagement

Purpose

To build staff capacity to collaboratively plan, implement and reflect on teaching practices that are targeted, differentiated and enhanced with high quality, innovative and engaging teaching and learning practices.

Initiatives

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

- Engaging Teaching and Learning
- Collaboration

Resources allocated to this strategic direction

Low level adjustment for disability: \$68,900.00

QTSS release: \$2,000.00

Summary of progress

Throughout 2022, staff valued collaboration with planning and programming to increase time spent on setting high expectations and delivering high quality lessons. K-2 staff engaged in professional development on age-appropriate pedagogy in classrooms to further enhance this existing practice in classrooms. An age-appropriate pedagogy collaboration document is used for teachers to share ideas across K-2 classrooms. From Years 1-6, teachers engaged in shoulder-to-shoulder professional learning with APCI on the writing process and how to create individual student goals in writing. Teachers had a focus on using quality texts. Some teachers have participated in peer-to-peer observation and feedback on the writing process.

APs and staff have been provided with staff meeting time in Term 1 and Term 4 to engage in the PDP process. Staff worked closely with their supervisor to develop and reflect on the PDP goals throughout the year. APs have been provided with additional RFF to support their team in achieving their PDP goals. This has involved observations, working shoulder to shoulder and providing quality feedback.

With the new English and mathematics syllabus being implemented in 2023, the curriculum advisor and APCI have collaborated to introduce and prepare staff for the curriculum reform. This has included whole staff professional learning, completing some micro learning and K-2 collaborative planning days. Teachers have engaged in resource sharing and have streamlined ways to store and share digital resources. Providing time for collaborative planning with stage teams and APCI allowed teachers to have valued discussions about pedagogy and quality teaching including the writing process, Number Talks and age-appropriate pedagogy. Staff have appreciated this streamlined process and being provided with time to collaborate. We will continue to refine this in 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
The school will maintain sustaining and growing in Curriculum in the Learning Domain and sustaining and growing in the Teaching Domain: Effective Classroom Practice	Self-assessment against the School Excellence Framework shows the school is currently performing maintain Sustaining and growing in Teaching Domain: Effective Classroom Practice.
In the TTFM survey students state that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback will increase from 7.3 to above the state norm.	We have achieved an uplift of 0.2 to equal the state norm of 7.5.
The school achieves an uplift of 3% in	We achieved an uplift of 1% in NAPLAN writing.

year 5 writing NAPLAN from 2021 data.

Strategic Direction 3: Positive and Inclusive Wellbeing

Purpose

To strengthen a school culture that strongly focuses on wellbeing and inclusivity across the whole school community, celebrating success and achievement and a sense of belonging for all.

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.

- Inclusive classrooms
- Wellbeing

Resources allocated to this strategic direction

Professional learning: \$2,000.00

Low level adjustment for disability: \$1,500.00

Socio-economic background: \$7,500.00

Summary of progress

Our focus for 2022 was on professional development for staff in the areas of Aboriginal education, trauma informed practice and inclusive education. These focus areas were chosen based on staff PDP goals and student needs. We worked closely with external agencies to develop and deliver programs that supported students wellbeing. Throughout the year, parents had many opportunities to engage with staff and their child's learning through Yarn Ups, parent teacher conferences, review meetings and Class Dojo. The Learning and Support team used data and evidence- based programs to provide intervention to students in literacy and numeracy. Next year, our focus will be on delivering a social emotional program to all students and rewriting the school behaviour management plan.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
In the TTFM survey students will believe they have a positive -teacher relations will increase from 7.7 to above 8.	We increased from 6.7 in semester 1 to 7.2 in semester 2, a decline in results.
The school achieves an uplift of 4% of students attending school 90% of time or more.	66.3% of students attended school 90% of the time or more.
The school will maintain excelling in Wellbeing in the Learning Domain.	Self-assessment against the School Excellence Framework shows the school is currently performing at excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$174,025.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lisarow 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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: 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 support needs.</p>
<p>Socio-economic background</p> <p>\$14,384.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lisarow 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"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Improved results in Check-In assessment data and improved results in top two bands in literacy.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students in the early years to support our trajectory towards achieving targets in literacy and numeracy. Next year, we will be providing in-class support for students in literacy and numeracy as we change the role of the LST.</p>
<p>Aboriginal background</p> <p>\$10,294.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lisarow 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</p>

<p>Aboriginal background</p> <p>\$10,294.00</p>	<p>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 specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: An increase of families involved with the school through the PLP process being held in an informal setting. Aboriginal students are supported with their cultural goals by the school learning support officer.</p> <p>After evaluation, the next steps to support our students will be: Strengthening the skills of the learning and support officer to work closely with the LaST so students in 2023, will be supported in class on their academic goals, as well as their cultural goals.</p>
<p>English language proficiency</p> <p>\$12,722.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lisarow 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 staff to support delivery of targeted initiatives <p>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. Teachers were able to articulate how they were catering for EALD students.</p> <p>After evaluation, the next steps to support our students will be: Professional Learning for new Learning and Support Teachers and further PL for all staff to understand the EALD progressions and to ensure all students are catered for by their class teachers.</p>
<p>Low level adjustment for disability</p> <p>\$91,224.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Lisarow 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"> • Engaging Teaching and Learning • Collaboration • Inclusive classrooms • 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 LaST and interventionist teacher • support for students in emotional and social programs. <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to intervention with an increased number of students supported for literacy and numeracy needs.</p> <p>After evaluation, the next steps to support our students 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 teachers to co-ordinate the LaST and including the executive on the LaST to ensure consistency and all staff are able to offer a wrap around service to students.</p>

<p>Professional learning</p> <p>\$15,000.00</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 Lisarow 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"> • High Impact Teaching Literacy and Numeracy • Inclusive classrooms • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Utilizing the APCI and timetable to ensure collaboration time was available to unpack the new syllabus documents • Providing opportunities for staff to engage in PL opportunities on Aboriginal Education. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to increase an understanding of the new syllabus and to collaborate together on data conversations and explicit teaching.</p> <p>After evaluation, the next steps to support our students will be: Further develop teachers understanding on evaluating units of work and resources linked to new syllabus and to ensure 3-6 teachers are ready for 2024 implementation.</p>
<p>QTSS release</p> <p>\$38,107.43</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lisarow 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"> • High Impact Teaching Literacy and Numeracy • Data Skills and Use • Engaging Teaching and Learning • Collaboration • 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 high-quality curriculum • 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: Teachers have a thorough understanding of the importance of using good quality data to analyse student results and support student growth with all class teachers stating this time was crucial in analysing data and using it effectively.</p> <p>After evaluation, the next steps to support our students will be: Continue to support collaboration in 2023 to increase knowledge of data analysis, new syllabus outcomes and quality staff resources to improve literacy and numeracy results.</p>
<p>COVID ILSP</p> <p>\$54,280.00</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>

<p>COVID ILSP</p> <p>\$54,280.00</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 <p>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.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>AP Curriculum & Instruction</p> <p>\$120,456.80</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • A 0.8 funded Assistant Principal Curriculum and Instruction, with 0.2 funded by the school <p>The allocation of this funding has resulted in the following impact: Assistant Principals, Curriculum and Instruction has supported strong instructional leadership models at Lisarow PS, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. The APCI role is responsible for supporting staff to ensure student growth and attainment by meeting weekly with staff, mentoring teachers, modelling lessons and working shoulder to shoulder with staff and analysing data.</p> <p>After evaluation, the next steps to support our students will be: For the APCI to be a part of the Learning and Support Team to work closely with the staff to ensure the correct students are being targeted for small group intervention in literacy and numeracy in 2023.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	134	125	106	108
Girls	122	103	102	100

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.6	96.3	93.1	90.3
1	94.1	95.1	94.0	87.6
2	92.1	94.2	94.9	88.8
3	94.1	93.7	94.8	90.3
4	92.8	95.1	91.8	87.8
5	92.0	91.8	92.7	89.4
6	94.0	92.9	92.2	88.2
All Years	93.6	94.1	93.4	89.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	7.13
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	248,231
Revenue	2,640,137
Appropriation	2,532,496
Sale of Goods and Services	33,017
Grants and contributions	72,570
Investment income	2,053
Expenses	-2,561,790
Employee related	-2,352,174
Operating expenses	-209,616
Surplus / deficit for the year	78,346
Closing Balance	326,577

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	174,025
Equity Total	128,677
Equity - Aboriginal	10,294
Equity - Socio-economic	14,384
Equity - Language	12,722
Equity - Disability	91,277
Base Total	1,835,949
Base - Per Capita	52,557
Base - Location	0
Base - Other	1,783,392
Other Total	229,301
Grand Total	2,367,952

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

23 parents completed the TTFM survey.

Parents reported they feel welcome when they visit the school with an average score of 8.6 This is above the 7.4 NSW Government norm.

83% of parents/caregivers feel that they can speak easily with their child's teachers and that Class Dojo was the easiest way to get information about what is happening at the school.

Parents/caregivers identified that their child feels safe at school with an average score of 7.5, this is above the State Norm and 53% of parents felt teachers support children in creating positive friendships at Lisarow PS.

Parents/caregivers reported feeling secure in the knowledge that if there were potential concerns with their child's behaviour at school, the teachers would inform parents/caregivers immediately with a school score of 8.0 compared to the NSW Government norm of 6.6.

71% of parents/caregivers indicated that their child is clear about the rules and expectations of school behaviour with a focus on high expectations to support learning.

Staff are regularly provided with opportunities to feedback through surveys on leadership, communication and forums/meetings are held for direct feedback to the school leadership group. Executive staff utilise weekly meetings to feedback on school direction.

Student feedback is sought and collected through the Student Representative Council and the TTFM surveys.

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.