

2022 Annual Report

Lockhart Central School



2418

Introduction

The Annual Report for 2022 is provided to the community of Lockhart 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.

School contact details

Lockhart Central School

Halliday St

Lockhart, 2656

<https://lockhart-c.schools.nsw.gov.au>

lockhart-c.school@det.nsw.edu.au

6920 5209

School vision

Lockhart Central School works in partnership with parents, carers and the community to ensure every student is known, valued and cared for. Teachers demonstrate personal responsibility for improving their teaching practice to improve student learning and build positive relationships.

School context

Lockhart Central School caters to the learning needs of students from Kindergarten to Year 12 and has an enrolment of 77 students, including 21 Aboriginal students. It is located 60 km southwest of Wagga Wagga. Students are encouraged to achieve their personal best, underpinned by a Positive Behaviour for Learning model, through our core values of Respect Self, Respect Others, Respect Property. The school has a strong commitment to student engagement, quality teaching and maximising learning outcomes in Literacy and Numeracy. Lockhart Central School is well supported by an active Parents and Citizens Association.

The school conducted a Situational Analysis to identify areas of strengths and future development. This is reflected in feedback received from the External Validation in 2020. Identified areas for future development are data skills and use, assessment, student performance measures and effective classroom practice.

Lockhart Central School is part of the Riverina Access Partnership, one of five access programs that run in New South Wales. Riverina Access Partnership provides a shared curriculum for senior secondary students that deliver Year 11 and 12 studies across all six participating schools. The cohorts of students interact with each other and their co-ordinating teacher through online platforms and collaborative technologies, while being supported in their home school by co-teachers. This enables rural students to complete their secondary education at their local school with the support of their community, without having to live away from home.

Staff, students, parents, carers and the community collaborated to determine the future directions of the school. These include professional learning that enables staff to use data to understand learning needs of students, a focus on explicit evidence based strategies in reading and numeracy led by an Instructional Leader and developing wellbeing so that every student is engaged. The school will evaluate its progress regularly and report back to the school community annually.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes and growth in Reading and Numeracy, teachers will analyse data to respond to the learning needs of individual students using explicit evidence based strategies.

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.

- Evidence Based Practice in Reading and Numeracy
- Use of Data to Inform Practice

Resources allocated to this strategic direction

Integration funding support: \$127,698.00

Socio-economic background: \$45,480.00

Low level adjustment for disability: \$49,854.80

AP Curriculum & Instruction: \$60,228.40

Professional learning: \$22,912.20

English language proficiency: \$3,576.28

Summary of progress

Teachers have used resources to support improvement in reading and numeracy instruction into teaching and learning programs. Evidence-based reading and numeracy resources and tools have been implemented across all classes. All teachers engaged and collaborated with professional learning, syllabus outcomes, assessment, feedback, targeted teaching and monitoring. A whole school K - 12 approach continued during 2022 with the collection of student outcome data from a variety of sources and individual student needs determined. Data team, in conjunction with the Assistant Principal Curriculum and Instruction, have engaged in professional learning on phonological awareness and related assessment. SLSO's have been allocated to all primary rooms to provide extra instruction and support to all students individualised support. All K - 12 teachers engaged in professional learning on the Literacy and Numeracy Progressions which has supported the deepening of understanding of all teachers in strategies and resources to directly impact on increasing literacy and numeracy for all students. The school continues to update and provide all students, K - 12, the technology to support their learning. These initiative have shown improvement in internal student growth against a variety of assessment tools. Continued focus on teacher improvement and collaboration in 2023 will continue, in combination with targeted student data, to ensure student growth and attainment.

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
All students have learning goals based on data using literacy and numeracy progressions which are tracked and monitored using PLAN2 data.	All students have completed their NAPLAN or Check-in assessments. All students K-10 are tracked in PLAN2 against reading and numeracy. 12.2% students achieved results in the top 2 bands against the Premiers Priorities. Check-In results show that 48.5% in overall school results in reading were above the Statistically Similar School Group and below the 55.0% state results and 55.8% in overall school numeracy results, again above the SSSG and below the the 60.8% state results.
Percentage of Primary students achieving top two bands in NAPLAN increases by 7% 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, focus on this target has enabled a systematic approach to phonemic awareness and phonics, and reading fluency.
Percentage of Secondary students based on network targets achieving top two bands in NAPLAN increases by 7%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focus on this target has enabled a systematic approach to

in Reading.	teaching comprehension and vocabulary to improving reading outcomes. An increased percentage of students achieved in the top two skill bands for reading, contributing to the network small schools target, however the target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.
Percentage of Primary students achieving top two bands in NAPLAN increases by 9% in Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focus on this target has enabled a big-ideas approach to embed open-ended numeracy tasks to improve students ability to work mathematically.
Percentage of Secondary students based on network targets achieving top two bands in NAPLAN increases by 7% in Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focus on this target has enabled systematic approach to numeracy intervention to support varying levels.
Percentage of Higher School Certificate course results from the Riverina Access Partnership increase by a minimum of 5% in the top 3 bands.	In 2022, the Riverina Access Partnership schools saw 32.8% of student results in the top three bands of HSC. This is 16.1% below the lower bound system-negotiated target of 53.8% to be achieved by 2023.
The percentage of Aboriginal students, in the Narrandera network, attaining the HSC whilst maintaining cultural identity to increase from baseline data derived in 2021.	The percentage of Aboriginal students in the Narrandera Network attaining their HSC whilst maintaining their cultural identity has increased.
Percentage of Primary students expected growth in NAPLAN for Reading will increase by 11% by 2023. Percentage of Secondary students expected growth in NAPLAN for Reading will increase by 5% by 2023	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Collaborative Practice

Purpose

To enhance teacher impact in the classroom by developing teacher capacity using the structure of informed evidence based practices in a collaborative culture of high expectations.

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.

- Collaborative Practice
- Coaching and Mentoring

Resources allocated to this strategic direction

QTSS release: \$7,240.20

Summary of progress

Collaborative practice remained a major focus for all staff. Teachers were allocated 'Data' periods in their timetable in groups of literacy or numeracy. Teachers indicated that this time supported and enhanced their understanding of consistent student data and the resources required to embed strategies to enhance student outcomes. This will continue into 2023. Monitoring of teaching programs gave teachers valuable feedback for continuing improvement related to planning, teaching and learning, assessment to meet all monitoring requirements. Collaboration was extended across the Riverina Access Partnership in the form of regular faculty meetings. These occurred once a term. Teachers have reported that this networking has extended discussions, strategies, resources and teaching and learning activities. Collaborative practice will remain into 2023 with plans to extend into a range of different school settings to support teacher improvement and the Curriculum Reform. This will allow for teachers to gather a broad range of knowledge, understanding, examples and support across all KLAs, regardless the timeline of the rollout of new syllabuses. A major focus on increasing teacher use of data to drive teaching and learning 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
School self-assessment of the themes 'Collaborative Practice', 'Professional learning' Coaching and Mentoring as indicated by Tell Them from Me survey (TTFM) indicates improvement.	Self-assessment against the School Excellence Framework shows the school is currently performing at 'delivering, sustaining and growing and excelling' within the themes of collaborative practice, professional learning, coaching and mentoring respectively.
Within the Element of Teaching and Theme Learning and Development mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.	Self-assessment against the School Excellence Framework shows the school is currently performing at 'delivering, sustaining and growing and excelling' within the theme of learning and development and, coaching and mentoring.

Strategic Direction 3: Wellbeing

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn. There will be a planned approach to developing whole school wellbeing processes.

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.

- Student Wellbeing

Resources allocated to this strategic direction

Location: \$50,720.14

Per capita: \$17,738.13

Socio-economic background: \$77,094.23

Aboriginal background: \$28,807.00

Summary of progress

Wellbeing support of all students continued in 2022. The Wellbeing Team grew in confidence regarding the processes and systems set in place at the beginning of 2022, such as the Stop Light Triage System, regular communication and review of all student wellbeing. The support of outside professionals in-school such as Chaplain, Student Wellbeing Officer, In-School Family Worker and non-teaching support. The Wellbeing Team also started processes to monitor attendance. Attendance again was a focus and this will become an increased focus for 2023. Individual student plans for all students increased communication with parents and carers. Open Parachute was introduced this year. Training of staff and the coordinator was completed early in the year and became an essential part of the Chaplaincy Program. Regular Open Parachute was then timetabled across the primary classes and used for specific groups in secondary. This positively impacted on student belonging, advocacy and creating a positive learning environment for all students and staff. The school allocated funds to ensure equity of all students through subsidised equipment, uniforms, transport and any other curricula or non-curricula requirements at school. Although attendance has not improved the wellbeing of students has increased. The Wellbeing Team will continue into 2023 with strategies to support improved attendance as a major focus to meet negotiated targets for attendance. The school Wellbeing Team will continue to ensure equity, inclusion and advocacy for all students, endeavoring to create a school where all students are engaged and challenged to continue to learn and everyone is known, valued and cared for. The In-School-Family-Worker program has been withdrawn from the school for 2023 and plans to replace this program with additional School Learning and Support Officers and/or Student Support Officer 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
Percentage of Primary students attending school 90% or more will increase by 8%.	The number of students attending greater than 90% of the time or more has decreased by 18.6% due to NSW Public Health orders
Percentage of Secondary students attending school 90% or more will increase by 16.5%.	The number of students attending greater than 90% of the time or more has decreased by 4.7% due to NSW Public Health orders
There will be an increase in the positive responses to the Tell Them From Me Survey aligned to belonging, advocacy and positive learning climate by 5%.	Students indicate an overall positive sense of wellbeing with an increase in sense of belonging by 25% at school demonstrating achievement of this school-based progress measure. This is also reflected by an increase of primary students with an increase of sense of belonging by 6%.

Funding sources	Impact achieved this year
<p>Aboriginal background</p> <p>\$28,807.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lockhart Central 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"> • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (School Learning and Support Officer) to support Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: continuing to deepen knowledge and understanding of Aboriginal Culture and History. All Aboriginal students completed a Personalised Learning Pathway completed for 2022. Elders and Aboriginal artists were engaged to officiate and create carvings. Tell Them From Data is not available from Aboriginal students on 'I feel good about my culture' and 'teachers understand my culture', due to too few responses in secondary. Primary have reported a 40% decline in 'feeling good about my culture' and a shift to strongly agree in 'teachers have a good understanding of my culture'. Overall student sense of belonging has increased by 17%. The developed referral system to the Wellbeing Team has seen an increase in support to students.</p> <p>After evaluation, the next steps to support our students will be: continue to work with our Aboriginal families and community to embed the First Nations culture and histories, into the school day to day core business. Work together with the Wellbeing team to focus on student attendance and engagement and utilise the Personalised Learning Pathways process to connect and increase parent and carer engagement. Continue to increase Aboriginal student belonging and advocacy into 2023. To create opportunities to increase teacher professional learning of Aboriginal Culture and History and increase the involvement with the local Aboriginal people.</p>
<p>Low level adjustment for disability</p> <p>\$49,854.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Lockhart Central 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"> • Evidence Based Practice in Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students

<p>Low level adjustment for disability</p> <p>\$49,854.80</p>	<p>The allocation of this funding has resulted in the following impact: collaboration time for staff to identify students through a variety of data sources. Employment of additional School Learning Support Officer for direct additional support for identified students. Teachers have completed professional learning on evidenced-based teaching strategies and allocation of specific literacy and numeracy activities and strategies.</p> <p>After evaluation, the next steps to support our students will be: to continue professional development of staff on evidenced based strategies to improve literacy and numeracy. To continue to increase consistency with learning support in a data-driven, evidenced system. Investigate professional learning of School Learning Support Officers to increase impact in the class room.</p>
<p>QTSS release</p> <p>\$7,240.20</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lockhart Central 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"> • Coaching and Mentoring <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 <p>The allocation of this funding has resulted in the following impact: this has had no impact on our school for 2022. Recruitment issues prevented the school from utilising these funds.</p> <p>After evaluation, the next steps to support our students will be: it is hoped that we can fully staff our school for 2023 and provide face-to-face release to improve teacher quality through a number of activities.</p>
<p>COVID ILSP</p> <p>\$53,493.00</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 • employment of School Learning and Support Officer to support in class learning <p>The allocation of this funding has resulted in the following impact: the Learning and Support Teacher time with students for individual or small group instruction for targeted students. School Learning and Support Officer employed to support secondary students, individually or in small groups, targeted through internal and external data to improve literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: continue to provide additional, individual or small group support to students targeted through internal and external data to improve literacy and numeracy outcomes.</p>
<p>Integration funding support</p> <p>\$127,698.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lockhart Central School in mainstream classes who require moderate to high levels of adjustment.</p>

<p>Integration funding support</p> <p>\$127,698.00</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"> • Evidence Based Practice in Reading and Numeracy <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) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: direct support for individually funded students in the classroom to support both learning and engagement in the classroom. All classroom with individually funded students had a full time School Learning and Support Officer. This provided all student with equal opportunity to participate, even with support, in all school tasks and activities to ensure full engagement and access to the curriculum. This has resulted in students achieving goals outlined in the Individual Learning/Education Plans.</p> <p>After evaluation, the next steps to support our students will be: to continue to support individually funded students to access the curriculum, achieve personal and education goals set out in partnership with parents and carers and ensure that a sense of belonging and inclusion if felt by all.</p>
<p>Socio-economic background</p> <p>\$122,574.23</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lockhart Central 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"> • Evidence Based Practice in Reading and Numeracy • Student Wellbeing <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 Wellbeing program implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • 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: continuation of the Wellbeing Team structure to directly support the Wellbeing of all students. School Learning and Support Officer time to complete individual student learning pathways and plans. Chaplain and In School Family Worker collaboration, to continue to enhance the triage system for emotional and mental health support and guidance and connection with families. This has provided support and direction to external programs and educational resources that families can access for supplies which has led to an increase of student support. An increase in belonging and advocacy has been evidenced. Students were supported financially to attend excursions, equipment, for example laptops, medical check ups, hearing and eye sight support including student glasses and supplies necessary for equity and inclusion. No student went without food, equipment or opportunity during 2022.</p> <p>After evaluation, the next steps to support our students will be: to replace the In School Family Worker program with a Student Support Officer two days a week. To provide opportunity for a training Social Worker</p>

<p>Socio-economic background</p> <p>\$122,574.23</p>	<p>to complete placement sometime during 2023 so as to experience a range of supports for student wellbeing. This will include; School Learning and Support Officer, Chaplain, food, breakfast club, uniforms, medical support, programs for personal growth and development, uniforms, excursions, activities, extra curricula activities and resources, IT supplies and devices.</p>
<p>Location</p> <p>\$50,720.14</p>	<p>The location funding allocation is provided to Lockhart Central School to address school needs associated with remoteness and/or isolation.</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"> • Student Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • additional staffing for teaching principal release • improvement of environment and resources • upgrade learning environments • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: all students have attended all activities regardless of socio-economic status. Continuing to improve all environments in the school and supply of current technology for learning, with additions to the Science, Technology, Engineering and Mathematics room particularly. Support to all students to ensure learning equity to alleviate low socio-economic situations. Provided a school environment that is engaging to ensure belonging and engagement at all times during the school day.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide relevant and up-to-date resources and programs to support all students to learn and thrive in our school environment. To continue to keep Information and Communication Technology current and provide opportunities for student to access all learning opportunities both in and out of the school grounds. To provide equity to every student so that inclusive practices support all students.</p>
<p>Professional learning</p> <p>\$22,912.20</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 Lockhart Central 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"> • Evidence Based Practice in Reading and Numeracy <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 • engage in professional learning across all Strategic Directions • teacher release targeting reading and numeracy professional learning <p>The allocation of this funding has resulted in the following impact: to provide teachers and support staff with professional learning to improve literacy and numeracy outcomes for all students. Staff have engaged in professional learning supporting classroom management strategies and the continuing improvement of all teaching, learning, procedural and systems are regularly reviewed. Successful transition to online school networks, new curriculum support and improved the learning and wellbeing support of all students.</p> <p>After evaluation, the next steps to support our students will be:</p>

Professional learning \$22,912.20	<p>that professional learning for all staff is a core activity. A focus across many domains and systems across the school. Continue to thrive towards improved teaching and learning based on evidence-based strategies to positively impact on student learning and work toward increasing school and system targets.</p>
English language proficiency \$3,576.28	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lockhart Central 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"> • Evidence Based Practice in Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Student Learning Support Officer for direct and regular student language improvement. <p>The allocation of this funding has resulted in the following impact: direct support for student to access the curriculum across all learning areas and improvement of social engagement.</p> <p>After evaluation, the next steps to support our students will be: There are no EALD students for 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	47	44	39	41
Girls	37	31	31	35

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	89.2	88.0	73.1	79.9
1	83.4	95.1	80.5	84.2
2	75.4	88.3	87.9	86.9
3	80.6	76.7	71.7	77.7
4	93.3	84.0	92.0	69.0
5	83.5	93.8	83.3	85.2
6	92.0	83.0	86.4	82.7
7	80.0	79.7	86.1	73.1
8	86.2	85.6	76.9	79.0
9	84.3	88.1	85.7	71.6
10	77.1	70.2	79.1	63.3
11	70.4	79.3	47.6	66.2
12	81.7	67.3	65.4	63.1
All Years	82.4	82.7	79.1	75.9
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
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	20	0
Employment	25	0	100
TAFE entry	0	0	0
University Entry	0	0	0
Other	75	80	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

25.00% of Year 12 students at Lockhart Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Lockhart 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
Assistant Principal(s)	1.4
Head Teacher(s)	2
Classroom Teacher(s)	9.76
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.57
School Administration and Support Staff	5.39
Other Positions	0.1

*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	893,579
Revenue	3,158,603
Appropriation	3,108,211
Sale of Goods and Services	4,016
Grants and contributions	34,043
Investment income	5,073
Other revenue	7,260
Expenses	-2,878,405
Employee related	-2,460,369
Operating expenses	-418,036
Surplus / deficit for the year	280,198
Closing Balance	1,173,777

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	127,698
Equity Total	204,813
Equity - Aboriginal	28,807
Equity - Socio-economic	122,574
Equity - Language	3,576
Equity - Disability	49,855
Base Total	2,192,698
Base - Per Capita	17,738
Base - Location	50,720
Base - Other	2,124,240
Other Total	369,372
Grand Total	2,894,580

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.

Parent/caregiver, student, teacher satisfaction

Parents

During 2022, there was no data from the 'Tell Them from Me' Parent Survey, due to low response rate. Parent attendance at school events has risen since last year. The attendance of parents during the 125th celebrations was 50%. The school saw the return of events in which parents were invited to attend face-to-face since COVID, with numbers at regular events such as assembly, sitting at approximately 20%. Primary parents were well represented at parent - teacher evenings and only a small number of secondary parents attended these sessions. No formal complaints were lodged from parents, in regard to the school policies and procedures.

Parents have been very responsive to the school's daily absence texts, with the added positive comment that being able to text the justification for absence is streamlining the process. Secondary parents felt that it was comforting to know if their child was absent from school, that they are notified early. Parents have supported the school with policy expectations if they are sick.

Parents reported again in 2022 that communication tools were more effective than others, with phone call still the preferred option, and emails the least useful. Parents indicated again in 2022, that text messages for school news and information was favoured more than email, newsletter, social media or school website.

Parents reported continuing support of students not having access to their mobile phones at school and are generally happy. They have been working collegiately with staff to support targeted improvement in specific areas across the school through an active P&C, including new uniform options.

Parents have indicated a large increase in the feeling that the school is well maintained and the school is more welcoming. From the school's point of view the parents have been exceptionally supportive of the events surrounding the school year. The school received no complaints regarding the procedures and guidelines from the department for school settings in 2022.

Teachers

2022 saw improvements in the feedback about the school from staff. 100% of the staff feel the school is a welcoming and culturally safe place for students and themselves. 2022 saw teacher feedback on Inclusive School, Learning Culture and Quality feedback remain at the same level from 2021 feedback.

Teacher feedback increased in the area of

- leadership by 3 %
- parent involvement by 15%
- collaboration 4%
- data informs practice 4%
- challenging and visible goals 7.5%
- planned learning opportunities 4%
- overcoming obstacles to learning 3%
- Technology 3%

87% of teacher feel there is clear communication of strategic vision of the school. 60% of teachers feel there is a positive staff moral and the other 40% neither agreed or disagreed. 89% of teachers feel school leaders were leading improvement and change while 11% were undecided.

The People Matter Survey reflected an overall 87.1% of positive responses. A small decline in all areas has been noted. Although this decline is evident, overall teacher feedback is well above the state and Operational Group average by 10% to 30% in all areas.

Students

Primary

Students have reported an increase in a sense of belonging, however there has been a reported increase in students who are victims of bullying by 14%. 77% of primary students indicated that they know where to go if bullied. Conversely, primary students have increased feeling of a positive learning climate. They indicated an increased expectation to go to university rising from 22% in 2021, to 59% in 2022. 75% of primary students feel they are treated with fairness and respect, with the other 25% indicating sometimes. 77% of primary students indicated they believed to be setting challenging goals for themselves in their schoolwork, and aim to do their best, which is 25% under the state norm.

There was a 17% decline in the amount of students feeling that student do receive consequences at school, for

disruptive or inappropriate behaviour. Coincidentally, teachers setting explicit teaching practices decreased by 15%. Primary students reported a decline in feeling good about their Aboriginal culture from 100% in 2021 to 60% in 2022. With a similar 17% decline in students' feeling their teachers have a good understanding of culture. Students reported that 42% of primary students felt pride in their school.

Secondary

Secondary students completed the 'Tell Them from Me' survey in 2022. They have indicated an increase in a positive sense of belonging, although a decrease was recorded for students that do not get into trouble at school for disruptive or inappropriate behaviour. It was indicated an increase in the number of students who are victims of bullying has increased by 27%. This is concerning and will be addressed in 2023. Against this information the students also reported an increase in advocacy at school by 0.4 points which is higher than the NSW Government mean. Positive learning climate, and expectations of success and students planning on finishing Year 12 have all declined in 2022. There was an increase in secondary students planning to do an apprenticeship or VET/TAFE courses, and a slight decline in the number of students planning on going to university. The percentage of Aboriginal students in secondary fell in 2022. The data regarding Aboriginal student feedback on feeling good about their culture, and teachers understanding culture, is not reportable due to too few responses. School pride has dropped by 10% in 2022. Students with a positive growth orientation has remained the same since 2021. 78% of secondary students know where to seek help if bullied.

Scout data on Tell Them from Me, is unavailable due to too few responses.

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.