

2022 Annual Report

Lowesdale Public School



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Introduction

The Annual Report for 2022 is provided to the community of Lowesdale 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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Message from the students

This year at Lowesdale Public School has been good. We've enjoyed being school leaders. We have done all of the sports carnivals and excursions and camps. We have helped run SRC (Student Representative Council) meetings where we think of fun ideas to do and equipment for the school to buy.

Our advice is to be good role models and you may become school leaders.

Oliver Peterson & Oliver McLellan

Student Leaders 2022



Student Leaders 2022

School vision

Lowesdale Public School students achieve their emotional, physical and academic potential through engaging learning experiences in our supportive and well-resourced environment. They learn critical thinking, communication, creativity, collaboration and resilience, developing as productive community members.

School context

Lowesdale Public School is a small rural school located 18km north of Corowa on the Riverina Highway. The school is surrounded by farming land. In 2022 there are 12 students from 8 families.

The school provides 'Quality Education in a Rural Environment'. Learning programs are individualised to suit the learning needs of individual students within a safe, happy school environment. Students are encouraged to become responsible and enquiring learners. There is a strong partnership between parents and school staff to support the wellbeing and development of each child.

The school has a family-orientated atmosphere and strong sense of community. The school fosters a culture of high expectations and high levels of community engagement. The students have varied extra- curricular opportunities and daily access to technology.

Lowesdale Public School is part of the Bpangerang Learning Community which incorporates schools from Corowa and Mulwala.

The wellbeing and engagement of our students remains a priority. Continued engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices across the curriculum. Personalised Learning Plans (PLPs) will continue to be written for each student to promote learning and wellbeing growth as well as self-directed learning. Clear processes will be put in place to support students with additional learning needs, including high potential and gifted students. Teachers will evaluate the effectiveness of their teaching practices.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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 student learning outcomes in reading and numeracy, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual 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.

- Provide rich contextual learning in Reading.
- Specific data analysis used to inform teaching.
- Provide rich contextual learning in Numeracy.

Resources allocated to this strategic direction

Low level adjustment for disability: \$15,129.15

Socio-economic background: \$10,000.00

Professional learning: \$2,485.00

COVID ILSP: \$1,100.00

Operational: \$11,500.00

AP Curriculum & Instruction: \$30,114.20

Summary of progress

Provide rich contextual learning in Reading and Numeracy.

In 2022, the focus of the Initiative was to provide rich contextualized learning in reading for all students. This was done by devising individual learning plans and using selecting resources to address student needs. Increased staffing was used to maximise individual instruction and explicit targeted teaching. Growth was shown in targeted students using the Initialit and Phonic books decodable programs. This was monitored by completing reading logs to show what had been read and to note any points of need. An application was made to the Centre for Effective Reading to access additional support for students with identified needs.

In 2023 we will endeavour to maintain high levels of engagement and progress in all reading activities. New staff will participate in professional learning to build capacity in teaching reading, particularly early reading and reading comprehension skills.

Specific data analysis used to inform teaching.

In 2022, the focus of the Initiative was to provide specific data analysis to be utilised with the teaching and learning practices in the classroom.

This was done by analysing data from Essential Assessment, Check in and NAPLAN. The school was able to access a casual teacher in term 3 and 4 to release the Teaching Principal and Classroom Teacher to meet and analyse data in depth, to develop quality teaching plans. Teachers were able to target specific identified needs to improve student outcomes.

In 2023 we will endeavour to embed data analysis to inform teaching. The APC&I will support staff in data analysis and identifying focus areas.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase or maintain student attendance rate at 96% across K-6.	The number of students attending school 90% of the time or more has decreased.

Increase or maintain student attendance rate at 96% across K-6.	Illness (including COVID) and family leave contributed to the decline in the student attendance rate.
NAPLAN Top Bands Reading (2022) Improvement in the uplift of students in the Hume Network achieving in the top 2 bands to be above the Hume Network's lower bound system-negotiated target in reading of 50%	Lowesdale Public School students contributed to the Hume Network small schools lower bound target of 50%. Across the network students achieving in the top two bands for reading was 30%. Individual student results are reported directly to parents and carers
NAPLAN Top Bands Numeracy (2022) Improvement in the uplift of students in the Hume Network achieving in the top 2 bands to be above the Hume Network's lower bound system-negotiated target in numeracy of 43.8%	Lowesdale Public School students contributed to the Hume Network small schools lower bound target of 43.8%. The percentage of students achieving Top 2 Bands in numeracy across the network decreased indicating progress yet to be seen. Individual student results are reported directly to parents and carers.
All students achieve expected growth as measured by NAPLAN, check-in assessments and internal assessment.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
The % of students at Lowesdale Public School achieving expected growth in reading is to be above Lowesdale Public School's lower bound system-negotiated target of 70%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The % of students at Lowesdale Public School achieving expected growth in numeracy is to be above Lowesdale Public School's lower bound system-negotiated target of 70%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Purpose

School self- assessment has identified the need to improve staff capability to plan, teach, monitor and report on quality differentiated learning experiences across K-6.

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.

- 'What Works Best' - evidence based best practice
- Building Staff Capability through Collaboration
- Curriculum

Resources allocated to this strategic direction

Operational: \$81,918.10

Per capita: \$3,284.00

Location: \$2,148.78

Summary of progress

What Works Best' - evidence based best practice and Building Staff Capability through Collaboration

In 2022, the focus of the Initiative was creating a shared vision through collaboration.

This was done by completing the 'What Works Best' online training and utilising the 'hub and spoke' casual (0.1 FTE) for collaborative planning days where possible. We had a change of teacher in term 3. As a result not all staff have completed the 'What Works Best' modules. Teachers were able to collaborate in order to plan and deliver targeted explicit teaching.

The school continued to engage in the Sustainable Schools Program, involving collaboration with Landcare and Petaurus staff. Outcomes were met through participation in activities across the Key Learning Areas. This included an excursion to a local farm and school visits focusing on sustainability.

In 2023, new staff will complete the same 'What Works Best' modules as part of regular staff meetings. Collaboration will continue to be a focus, with staff released for collaborative planning when casual staff are available.

Curriculum

In 2022, the focus was improving student engagement through planning quality learning experiences across the Key Learning Areas. Employing staff to teach specific subject areas was an initiative.

In Term 1 the Numeracy Hub was established in the library classroom. The timetable was adapted so that students were taught in smaller groups by the one teacher focusing on numeracy, while the other teacher planned and taught reading. Additional resources were purchased to support the teaching across both areas. Unfortunately the change in staffing halted this initiative.

In Terms 3 and 4, the focus in English and Mathematics was individualised for students in response to their internal and external assessment results. Two applications were made for the Centre for Effective Reading, one student accepted for direct support, one for indirect support. SLSO time will be allocated in 2023 to implement the programs. Progress will be monitored regularly. Learning support and targeted interventions will continue in 2023.

In 2023 we will increase staff capability to teach reading comprehension. The vAPCI will model lessons on vocabulary using URH lesson resources. Staff will observe lessons and follow up in their own lessons.

The new K-2 English and Mathematics Syllabus will be embedded and preparations made for the implementation of the new 3-6 English and Mathematics Syllabus. DoE K-2 units and other program resources will be used to ensure that new curriculum outcomes are explicitly taught.

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 self assess itself as sustaining and growing in the element of Effective Classroom Practice in the School Excellence Framework.	Self-assessment against the School Excellence framework shows the theme of Effective Classroom Practice to be sustaining and growing.
The school will self assess itself as sustaining and growing in the element of Learning & Development in the School Excellence Framework.	Self-assessment against the School Excellence framework shows the theme of Learning & Development to be sustaining and growing.
The school will self assess itself as sustaining and growing in the element of Curriculum in the School Excellence Framework.	Self-assessment against the School Excellence framework shows the theme of Curriculum to be sustaining and growing.



Small Schools Cross Country

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$2,485.00</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 Lowesdale 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"> • Provide rich contextual learning in Reading. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning to prepare staff to deliver the new K-2 English and Maths syllabus in 2023. <p>The allocation of this funding has resulted in the following impact: increased capacity of teachers to deliver quality explicit teaching of the new K-2 syllabus in 2023.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching in the delivery of the new syllabus. Preparation will commence for the introduction of the new 3-6 syllabus in Maths and English in 2024.</p>
<p>Socio-economic background</p> <p>\$10,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lowesdale 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"> • Provide rich contextual learning in Reading. • Provide rich contextual learning in Numeracy. <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 differentiated learning program implementation, particularly in Reading and Numeracy. <p>The allocation of this funding has resulted in the following impact: individualised student instruction based on student learning needs in reading, spelling and numeracy. Due to small cohort size, NAPLAN & Check-in Assessment data results cannot be reported.</p> <p>After evaluation, the next steps to support our students will be: continue to engage additional staffing to focus on literacy and numeracy needs to support individual student learning needs, including remediation and extension. Students have been accepted into Centre for Effective Reading for 2023 so reading tutor will be needed several mornings per week.</p>
<p>Low level adjustment for disability</p> <p>\$15,129.15</p>	<p>Low level adjustment for disability equity loading provides support for students at Lowesdale 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"> • Provide rich contextual learning in Reading. • Provide rich contextual learning in Numeracy.

<p>Low level adjustment for disability</p> <p>\$15,129.15</p>	<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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • providing support for targeted students within the classroom through the employment of a School Learning and Support Officer <p>The allocation of this funding has resulted in the following impact: an increase of students being offered differentiated learning according to their learning needs. The school achieved a more consistent approach to student learning support and interventions.</p> <p>After evaluation, the next steps to support our students will be: to further provide additional support for identified students through the employment of additional staff. This will include SLSO and teacher time to reduce teacher to pupil ratio and enable increased differentiation of the curriculum to meet individual learning needs .</p>
<p>Location</p> <p>\$2,148.78</p>	<p>The location funding allocation is provided to Lowesdale Public 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"> • Curriculum <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidise the cost of incursions and excursions so all students could participate. <p>The allocation of this funding has resulted in the following impact: increased quality learning experiences for students.</p> <p>After evaluation, the next steps to support our students will be: accessing and delivering quality learning experiences to provide opportunities to reduce the effects of isolation.</p>
<p>QTSS release</p> <p>\$2,528.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lowesdale 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 initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: collaborative planning & professional learning activities for teaching staff.</p> <p>After evaluation, the next steps to support our students will be: employing casual staff to enable collaborative planning and professional learning.</p>
<p>COVID ILSP</p> <p>\$10,764.00</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</p>

<p>COVID ILSP</p> <p>\$10,764.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Specific data analysis used to inform teaching. • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to identify students for small group tuition and to monitor the progress of student groups. • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: regular student learning levels & needs measured using internal assessments. Students taught in individual or small stage groupings to allow intervention & differentiation for targeted students.</p> <p>After evaluation, the next steps to support our students will be: in 2023, the COVID ILSP funding will continue to be used for the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>Per capita</p> <p>\$3,284.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lowesdale 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"> • Curriculum <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of additional numeracy equipment • Purchase of additional literacy resources, including new decodable texts and library books and early phonics teaching games • Purchase of science resources and art materials, including clay <p>The allocation of this funding has resulted in the following impact: Resources purchased after consultation with staff and students about which resources they would like the school to purchase. This boosted student engagement and learning outcomes, for example, electrical kits in science for Stage 3 helped students understand circuits effectively.</p> <p>After evaluation, the next steps to support our students will be: continue to update the teaching and learning resources to enhance student engagement and student learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	11	8	8	7
Girls	10	6	5	5

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.9	93.6		80.3
1	96.2	97.9	93.5	
2	91.2	96.1	94.1	
3	95.3		98.1	94.4
4	95.8	94.7		92.6
5	96.0	95.5	94.6	
6	97.2	93.7	100.0	90.1
All Years	95.6	95.4	96.6	91.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4		87.9
1	92.7	91.7	92.7	
2	93.0	92.0	92.6	
3	93.0		92.7	87.6
4	92.9	92.0		87.4
5	92.8	92.0	92.1	
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.3	87.3

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.57
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.68

*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	56,673
Revenue	463,514
Appropriation	458,173
Sale of Goods and Services	22
Grants and contributions	4,969
Investment income	350
Expenses	-456,791
Employee related	-389,555
Operating expenses	-67,236
Surplus / deficit for the year	6,723
Closing Balance	63,395

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.



Book Week Dress Up 2022

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	0
Equity Total	25,207
Equity - Aboriginal	0
Equity - Socio-economic	10,078
Equity - Language	0
Equity - Disability	15,129
Base Total	359,951
Base - Per Capita	3,285
Base - Location	2,149
Base - Other	354,517
Other Total	44,636
Grand Total	429,793

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

All staff, students and parents were given the opportunity to respond to survey questions regarding their satisfaction with Lowesdale Public School in 2022. There are only two teachers from 2022 on current staff. They reported that there was a culture of high expectations in the school, for both staff and students. Online professional learning was available to suit teacher needs, especially in the implementing of new syllabuses. Resources were purchased as needed and teachers felt the school was well-resourced.

The limited number of responses from parents indicated a high level of satisfaction with the school and its resources. Parents commented that staff are available and approachable if issues arise. All comments were positive. The staff are committed to maintaining strong relationships and open communication with parents and community.

Students completed a survey and indicated high satisfaction with the school, especially the technology and sport/play equipment available. All students felt that their learning was valued and that they were encouraged in their learning.

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.