

2022 Annual Report

Luddenham Public School



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Introduction

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

School contact details

Luddenham Public School

24 Jamison Street

LUDDENHAM, 2745

<https://luddenham-p.schools.nsw.gov.au>

luddenham-p.school@det.nsw.edu.au

4773 4111

School vision

Through an extensive Situational Analysis of our school's delivery of excellence, Luddenham Public School is committed to providing quality education in a nurturing and innovative learning environment, where all learners aspire to reach their potential. We will work together as a whole school community to prepare and inspire our students to be creative, engaged and confident participants in our ever-changing and challenging world. We believe that creating a strong partnership between the school, parents and the community is vital in building a successful and cohesive learning culture.

School context

Luddenham Public School is a small school situated 15 kilometres south of Penrith. The school is part of the Luddenham community in a semi-rural area. The school consists of a teaching principal and two permanent teaching staff, part-time staff for library and release from face to face, a teacher to support students with learning difficulties for one day a week and temporary teacher employed as part of the teaching principal allocation. Three multi-aged classes have been formed to accommodate the 53 students (including 20% Aboriginal) enrolled at the school. The school is committed to improving the literacy and numeracy achievements of all students. Luddenham Public School is an active participant in both the Nepean Valley Small School's Network and the Glenmore Park Learning Alliance. Our school community is supportive and we have an enthusiastic and committed P&C organisation who actively work in partnership with our school.

High Level Areas of Improvement

- Developing and applying current evidence based teaching practices throughout K-6.
- Using data from effective assessment sources that monitors the progress of all students.
- Implementing inclusive whole school and community practices to improve student outcomes and heighten engagement with all stakeholders.
- Develop capacity of all staff to implement best practice when teaching with a differentiated approach to literacy and numeracy.

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	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	Delivering
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

Each child within our school will be known, valued and cared for through authentic and high quality teaching and learning. Luddenham Public School will be recognised as a place where a focus on excellence for all is embedded in the culture of the school.

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.

- Data Informed Practice
- Teaching Excellence in Reading and Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$56,081.00
Aboriginal background: \$8,461.00
Professional learning: \$1,679.00
Low level adjustment for disability: \$35,624.00
Literacy and numeracy: \$31,497.00
Integration funding support: \$14,639.00
AP Curriculum & Instruction: \$30,114.00
Location: \$2,796.00
QTSS release: \$10,123.00
Per capita: \$13,897.00

Summary of progress

One of the school's Student Growth and Attainment focused initiatives for the 2021-2025 Strategic Improvement Plan is Teaching Excellence in Reading and Numeracy. Focusing on effective feedback, developing capability, engaging learning environments and consistent teacher judgement. Significant progress has been made in the following areas:

- Teachers using effective feedback to improve student learning outcomes with a focus on literacy and numeracy and developing their capability to uplift overall student results through observations, feedback and modelling of effective practice from mentor teachers.
- Creating a learning environment that promotes persistence, self-motivation and confidence and ensuring emotional, social and academic success (with a focus on literacy and numeracy) for all students.

The school's Data Informed Practice initiative has focused on best use of data, executive analysis and student success. Significant progress has been made in the following areas:

- Use a continuous cycle of planning for differentiated teaching through on-going formative assessment.
- School Executive team supporting others who may be less confident in the team.

As a result of the implementation of these initiatives, the impact has been overwhelmingly successful. The school has exceeded well above our expected targets for NAPLAN in both Reading and Numeracy.

Moving ahead in this initiative in 2023, thorough analysis of the data has determined that consolidation around creating a culture of high expectation will continue to impact with positive results. This will ensure both its ongoing implementation as well as future school planning to provide continuous improvement, ensuring student growth in learning.

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
An increased uplift of 8.2% (from baseline) of students reaching the top 2 bands in Reading.	• 2022 NAPLAN data indicates 57.14% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target with an uplift of 27.44%.
An increased uplift of 5.8% (from	• 2022 NAPLAN data indicates 58.5% of students in the top two skill bands

baseline) of students reaching the top 2 bands in Numeracy.	for numeracy indicating the school exceeded the system negotiated target with an uplift of 27.4%.
A minimum of 60% of Year 5 students achieving the Department of Education's small school lower bound target of expected growth in Reading.	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
A minimum of 60% of Year 5 students achieving the Department of Education's small school lower bound target of expected growth in Numeracy.	<ul style="list-style-type: none"> • 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: Building a Cohesive Learning Community

Purpose

As a school, we will strive to build genuine and supportive partnerships with our community. Providing all stakeholders with the opportunity to be an active participant in the education of their child, will ensure a cohesive learning community. Building a holistic culture and shared understanding of learning and wellbeing outcomes at school will provide a positive outlook for every child.

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 Practices
- Community Engagement and Belonging

Resources allocated to this strategic direction

Aboriginal background: \$9,199.00

Professional learning: \$5,525.00

Summary of progress

One of the school's Building a Cohesive Learning Community focused initiatives for the 2021-2025 Strategic Improvement Plan is Collaborative Practices. The school successfully provided authentic learning experiences and created a culture within the community with the aim of building the capacity of the staff to lead and set up the systems to drive collaborations that will facilitate authentic learning experiences and develop a deep understanding of cultures that are significant to the area.

The school's Community Engagement and Belonging initiative was achieved by embedding a culture of continual improvement, student wellbeing and building strong bonds. Focusing on embedding a culture of continual improvement, embracing relationships within the whole school community and providing a holistic approach to ensuring that every student has the opportunity to connect, thrive and succeed.

As a result of the implementation of these initiatives, the impact has been positive for our students. Tell Them From Me data suggests our students are happy and engaged in their schooling with extremely positive gains in advocacy at school, sense of belonging and expectations of success.

Moving ahead in this initiative, feedback from the community has been taken on board as well as data from surveys to create continued growth in Building a Cohesive Learning Community in 2023 particularly around cultural understanding.

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 the number of students attending school 90% of the time with an uplift of 5.9%	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 1.9%.
As a small school, TTFM Wellbeing data (advocacy, belonging, expectations) continues to track towards a 90% or greater rating.	<ul style="list-style-type: none">• Tell Them From Me data shows 100% of reported positive wellbeing, this included a 15% increase in advocacy at school, 38% increase in sense of belonging and 16% increase in expectations of success, from 2021 data.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$14,639.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Luddenham 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"> • Teaching Excellence in Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level needs. <p>The allocation of this funding has resulted in the following impact: Students have been supported at point of need throughout the school day, including in the playground. Teachers, administration staff and parents have worked closely with our SLSO's to ensure that purposeful and intensive support is provided to students.</p> <p>After evaluation, the next steps to support our students will be: To incorporate decision making about how integration funding is used into learning and support meetings. This is to ensure a regular cycle of review. The use of integration funding will be adjusted in response to student need and PLSP reviews.</p>
<p>Socio-economic background</p> <p>\$56,081.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Luddenham 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"> • Teaching Excellence in Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release for mentoring of effective feedback to improve student learning outcomes with a focus on literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Staff are using effective feedback to promote student growth. Students are becoming more proficient at answering Hattie and Timperley's major feedback questions: Where am I going? (What are the goals?) How am I going? (What progress is being made toward the goal?) Where to next? (What activities need to be undertaken to make better progress?) This has resulted in most students achieving their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue to embed learning intentions and success criteria into teaching and learning programs and to ensure that all students have a personalised learning plan.</p>
<p>Aboriginal background</p> <p>\$17,660.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Luddenham Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teaching Excellence in Reading and Numeracy

<p>Aboriginal background</p> <p>\$17,660.00</p>	<ul style="list-style-type: none"> • Collaborative Practices • Community Engagement and Belonging <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 • staffing release to support development and implementation of Personalised Learning Plans • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact: Specific learning programs are being made available to support our Aboriginal students in literacy and mathematics which has resulted in most students reaching their personalised learning goals.. Our Aboriginal students' success and growth is monitored throughout the year. Aboriginal language is being taught and to students. Stronger relationships and partnerships are being established between students, their families and members of staff.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide differentiated and targeted support to Aboriginal students. Staff will become familiarised with the Aboriginal Languages curriculum in preparation for implementation in 2024.</p>
<p>Location</p> <p>\$2,796.00</p>	<p>The location funding allocation is provided to Luddenham 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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release to facilitate mentoring in best practice in literacy, numeracy and wellbeing. <p>The allocation of this funding has resulted in the following impact: Staff have been given the time to develop a deeper understanding of the Science of Reading, formative assessment strategies and the use of effective feedback.</p> <p>After evaluation, the next steps to support our students will be: Use a continuous cycle of planning for differentiated teaching through on-going formative assessment. Develop, deliver and participate in professional learning with other schools (especially the Nepean Valley Small Schools) to reduce the impact of the school's size.</p>
<p>Professional learning</p> <p>\$7,204.00</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 Luddenham 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"> • Teaching Excellence in Reading and Numeracy • Data Informed Practice • Collaborative Practices • Community Engagement and Belonging <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 literacy and numeracy. • staff engaging with both online and in person professional learning throughout the year.

Professional learning \$7,204.00	<p>The allocation of this funding has resulted in the following impact: Teachers have worked with an expert teacher to improve their practice in the area of data collection and analysis. Almost 60% of students who attempted NAPLAN were in the top two bands.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the forms of mentoring and co-teaching. Collaborating with the Nepean Valley Small Schools Network to share professional learning across the schools.</p>
Literacy and numeracy \$31,497.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Luddenham Public School from Kindergarten to Year 6.</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"> • Teaching Excellence in Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • teacher release to engage staff in Jocelyn Seamer reading strategies <p>The allocation of this funding has resulted in the following impact: Professional learning improved teacher practice in the following areas of reading: phonics and phonemic awareness instruction and provision of feedback to students. Positive results suggest that creating engaging environments has a profound effect.</p> <p>After evaluation, the next steps to support our students will be: Continuing with staff professional learning about reading strategies and including in-depth professional learning on vocabulary and fluency. The school should also continue to purchase decodable readers and 'Science of Reading resources'.</p>
QTSS release \$10,123.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Luddenham 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"> • Data Informed Practice <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: The staff has developed the capacity to analyse a variety of data sources, particularly in the areas of Literacy and Additive Thinking. K-4 staff have developed their expertise in administering and analysing data sources such as the Heggerty Phonemic Awareness Assessment, Jocelyn Seamer Phonics Assessment and the Interview for Student Reasoning (IfSR)-Additive Thinking.</p> <p>After evaluation, the next steps to support our students will be: Provide additional release time for staff to undertake professional learning to support the implementation of the new Mathematics and English syllabus.</p>
COVID ILSP \$50,962.00	<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>COVID ILSP</p> <p>\$50,962.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Literacy and numeracy data demonstrates that students in the school have made significant gains. The majority of the students in the program have achieved significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: The continued implementation of small group instruction in literacy and numeracy, using data to identify specific student need. Students will continue to be monitored as they transition back into their classrooms. Further in-class support will be provided for some students to continue to meet their personalised learning goals.</p>
<p>Per capita</p> <p>\$13,897.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Luddenham 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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Engaging specialist teachers to provide intervention programs for students. <p>The allocation of this funding has resulted in the following impact: The hiring of specialist teachers has led to a complete shift in understanding around best practice. There has been a clear link between these staff members, what they have implemented and the pleasing growth in student attainment.</p> <p>After evaluation, the next steps to support our students will be: Continue to allocate funding towards the hiring of staff who have up to date knowledge around best practice.</p>
<p>Low level adjustment for disability</p> <p>\$35,624.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Luddenham 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"> • Teaching Excellence 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 <p>The allocation of this funding has resulted in the following impact: Identified students have made growth towards grade level expectations in literacy and numeracy, with the majority of the students achieving improved achievement levels in their semester two report for English and Mathematics.</p>

<p>Low level adjustment for disability</p> <p>\$35,624.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <p>Continue to use evidence based teaching methods along with a small group targeted approach.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	42	36	32	32
Girls	39	33	23	20

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.3	86.4	82.8	93.5
1	91.6	85.3	89.0	82.6
2	92.1	92.6	88.8	88.0
3	90.1	91.8	88.7	92.2
4	91.5	88.1	89.9	83.6
5	88.7	88.2	86.4	89.9
6	90.6	85.8	92.7	83.9
All Years	91.0	88.7	88.8	87.8
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)	0.2
Classroom Teacher(s)	2.38
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.46

*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	126,182
Revenue	992,610
Appropriation	972,750
Sale of Goods and Services	851
Grants and contributions	18,475
Investment income	535
Expenses	-1,048,470
Employee related	-930,834
Operating expenses	-117,637
Surplus / deficit for the year	-55,861
Closing Balance	70,321

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	14,640
Equity Total	109,444
Equity - Aboriginal	17,708
Equity - Socio-economic	56,111
Equity - Language	0
Equity - Disability	35,625
Base Total	724,995
Base - Per Capita	13,897
Base - Location	2,798
Base - Other	708,300
Other Total	65,923
Grand Total	915,003

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

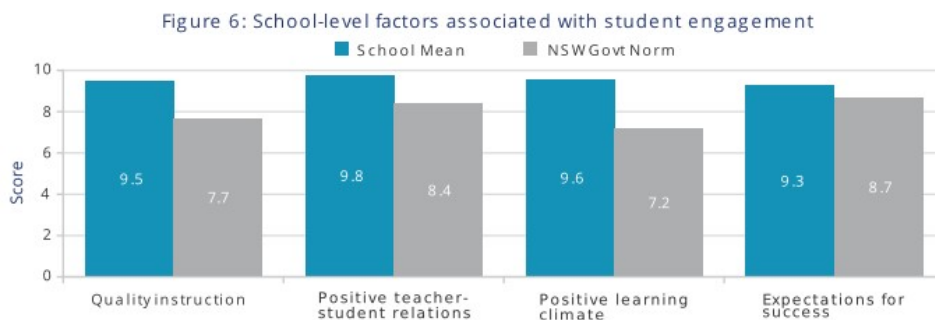
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Parents were surveyed in 2022 and their responses indicated that Luddenham was a welcoming and friendly school that celebrated the successes of students. Parents indicated that staff are approachable and willing to assist and that clear boundaries and expectations were set for student behaviour. Parents were happy that learning and support programs were in place to support students academically. The survey results also showed that parents believed that staff genuinely cared for the students and wanted the best for them both academically and emotionally. Parents also indicated that they appreciated the opportunities that students were given to participate in out of school activities and excursions.

The Tell Them From Me survey data, that was collected in June 2022, indicates that the students of Luddenham Public School are feeling positive about their schooling. The results show that the students have a strong sense of belonging and feel that their teachers are helping them to achieve. All of our students valued school and participated in clubs and sporting activities on a regular basis.



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.