

2022 Annual Report

Lindsay Park Public School



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Introduction

The Annual Report for 2022 is provided to the community of Lindsay Park 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 principal

What a difference a year makes. This year we have children back on the sporting fields, up on the stage, taking on leadership initiatives, going on excursions and overnight camps and coming together for celebrations. In 2022, the Lindsay Park Public School community have seized every opportunity to learn, connect and grow.

Our school vision is that every student is motivated and challenged to learn and improve within an inclusive, respectful and high expectations environment. Providing the best possible foundations for a life of learning and success is a job for the whole school community; families, teachers, school support and admin staff and students working together. Collaboration is strong and our school enjoys a wonderful partnership with parents, carers and the wider community. Visitors to the school frequently comment on the positive feel and the happy students - this is a wonderful reflection of our school community.

I feel very privileged and proud to lead Lindsay Park Public School.

Jacqui Conway

Message from the school community

This year we had many more opportunities to come together in person, which has been so joyous. The P&C has coordinated a number of school community events across the year including the 'Tea and Tissues' morning for new Kindy parents, threw some sausages on the barbecue for the May Federal Election, organised the fantastically fun School Disco and the hectic and hilarious Colour Run. Our classic Fundraising activities have continued: the Scholastic Book Club, the Easter raffle, the Mother's Day and Father's Day stalls, and we brought back Gingerbread House Kits in time for Christmas.

In past years the P&C has worked with the school leadership team to successfully raise funds and receive grants to build much needed infrastructure and equipment, including undercover seating at the pickup area and upgrading AV equipment in the hall. This year to date, the P&C has raised approximately \$30,000, which allows us to contribute in many ways to our school. Much of these funds will go towards the planned outdoor kitchen and learning space. In addition, the P&C have also subsidised the Year 6 inter-relate program, new decodable texts for classrooms, bought personalised reusable water bottles as Year 6 graduation gifts, and continue to sponsor the SRC Award. The P&C also had parent representatives on Staff Recruitment Panels, and contributed ideas and feedback to school policy.

It's such a privilege to be part of the P&C, as we are all about collaboration and our committee members have helped in so many ways. This year we had parents, grandparents and carers work in the canteen; attend P&C meetings; bake for stalls and community events; volunteer at BBQs and working bees; or purchase raffle tickets and make donations. For this I offer my sincere thanks and appreciation.

I would also like to offer our collective gratitude to Lindsay Park's amazing teaching and school support staff under the leadership of Mrs Conway. Thank you for your continued dedication in creating a successful and supportive learning environment for our children.

2022 sees the departure of long-term families within our community, many of whom have been members of the Lindsay Park family for more than a decade. To all our leaving parents, your contributions to Lindsay Park are sincerely appreciated and we wish you well for the future, may the next part of the schooling journey be as fulfilling as the first.

Lindsay Park's P&C is a wonderful example of how an invested group of people can work together as a team to make our school a better place. May we continue to be compassionate, kind, encouraging and helpful in 2023.

Lindsay Park Public School is a fabulous little community, and we should be proud of ourselves and our achievements this year.

Xavier Mayes

P&C President



Kindergarten with Year 6 Buddies - Teddy Bear's Picnic



Kindergarten at the Science Centre

School vision

At Lindsay Park Public School staff, parents, students and the community work in partnership to strengthen learning and wellbeing that sustains continual school improvement. We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to empower students to be reflective, motivated and connected learners through excellence in teaching within a positive environment where every student is known, valued and cared for.

School context

Lindsay Park Public School is located in a quiet, residential area of West Wollongong. The leafy setting provides a welcoming learning environment for students. Our motto, 'Learning for Living,' is central to the philosophy of the school and is underpinned by the expectations of 'Be Kind, Work Hard'. The school is focused on providing explicit, evidence-based learning opportunities that enable every student to be valued and challenged to achieve their best.

Lindsay Park Public School caters for students from Kindergarten to Year 6 with 23 teaching staff. There is a student population of 340; 18% of the student population have a Language Background other than English and 3% identify as Aboriginal. The school has a family-oriented atmosphere and a strong sense of community. An energetic P&C engages the wider school community with a range of activities, events and initiatives.

Lindsay Park Public School provides a broad range of learning experiences and extra-curricular activities for all students. The school has a proud sporting history, and provides opportunities in the performing arts, public speaking and Student Representative Council. We promote student responsibility, respect, lifelong learning and a desire for students to strive for their best. Recent upgrades to all learning spaces, colourful murals as well as the development of an outdoor learning space contribute to our positive and inspiring learning environment.

External Validation and a rigorous situational analysis has been undertaken in 2021 to inform future school directions which are reflected in the 2022-2025 School Improvement Plan. Professional learning will focus on the most effective teaching strategies, appropriate formative and summative assessment techniques and effective and consistent use of data to inform explicit and targeted literacy and numeracy teaching. Principles of the Berry Street Education Model were introduced in the previous planning cycle and this approach will be further developed and sustained within the current plan to ensure students and their families connect, succeed and thrive. Engagement with the High Potential and Gifted Education Policy and the Disability Standards for Education will be used as a framework to motivate and engage students through explicit and challenging learning goals, effective and respectful differentiation and student agency. We will develop clear processes and practices for curriculum planning and programming and monitoring student achievement over time.



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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through collaborative, targeted professional learning and use of student assessment data to inform teaching.

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.

- Explicit teaching
- Collaboration

Resources allocated to this strategic direction

Professional learning

QTSS release

Literacy and numeracy intervention

Socio-economic background

Literacy and numeracy

Summary of progress

Our focus in 2022 was the strategic and systematic use of data to inform an integrated, explicit and differentiated literacy block, using evidence-based teaching methods and ensuring that explicit phonics instruction is embedded into K-1 classrooms. This focus was supported by the K-6 Instructional Leader who worked shoulder to shoulder with teachers in classrooms to build capacity through observation and explicit feedback.

All teachers participated in professional learning to create developmental rubrics and use Guttman analysis to provide differentiated instruction at student point of need. Structured data conversations, led by the Instructional Leader occurred every 5 weeks in stage teams, using the Spirals of Inquiry protocol and the developmental rubrics to identify student achievement and teaching effectiveness. This data was then used strategically the following week during stage planning to design teaching and learning that is responsive to student's zone of proximal development. Through systematic external and internal data analysis, vocabulary was identified as a whole school focus to be explicitly taught within the English block. Professional learning, developing consistent language, collaborative programming and integration of vocabulary across curriculum areas was undertaken by all teachers K-6. Teachers of Kindergarten and Year 1 implemented an explicit phonics instruction program into their daily English block to align with the updated K-2 English syllabus. Collaborative planning occurred every five weeks, facilitated by the Instructional Leader K-6, led by the Stage Assistant Principals with their stage teams. The focus during these planning days was to collaboratively design a 5-week English and mathematics block that responds to the data discussed during data conversations the week prior. A whole school focus on using the Gradual Release Model, an evidence-based teaching method to provide explicit instruction in English and Mathematics was implemented. Further strengthening our collaborative approach, a team of 4 teachers from across each stage were trained in Quality Teaching Rounds and subsequently conducted a full round of observations during Term 1 and Term 2.

As a result of this work, teachers are regularly identifying and sharing explicit teaching strategies and using student data to demonstrate teaching effectiveness and student progress and achievement. Students have been provided with clear and specific feedback about what they need to do to improve, with a focus on achievement in higher bands. School systems have been established that support professional dialogue, collaboration and effective classroom practice. These systems have been possible through the use of equity needs based funding. Developmental rubrics for writing have been created and consistently implemented across all stage teams. Students in all classes use the rubrics to self and peer assess to bump up their writing. Teachers analysed student work samples against the rubrics every 5 weeks and this informed the planning and focus for the next teaching round. There is a common language for the techniques and tools for developing effective paragraphs and the new English syllabus outcomes in writing have been referenced by teachers K-2 to prepare for implementation. A tiered approach to the use of vocabulary was utilised by all stages and this was embedded in the daily literacy block. The use of 'Read tos' as a modelled reading strategy was implemented in all classrooms using quality mentor texts to drive the focus on enriching vocabulary and quality talk. All teachers collaboratively created the modelled writing prior to the lesson to ensure strategic teaching points were addressed based on writing data analysis. All teachers received feedback and support on their guided writing practice after sharing teaching challenges in writing and focus areas for student development during data conversations. All K-2 classrooms used an explicit approach to teaching phonics and a scope and sequence has been developed to sustain and build this

approach. All K-1 teachers received feedback through observation of practice to ensure consistent, evidence-informed instruction. While all staff have been trained in creating and using Guttman charts to analyse student data, all teachers have found placing students directly on the developmental rubrics to be a more responsive method to differentiate learning and identify learning gaps and strengths.

The following improvements have been evidenced in the school:

- All grades have received higher bands in Semester 2 writing using the common grade scale compared with Semester 1, with an average increase of 9%. Notably, there was a 22% increase in the number of Year 2 students achieving an A or B grade and 11% increase in Year 3. There was also a 9% decrease across the school in the number of students receiving a D or E grade in writing.
- Consistent teacher judgement in writing has been strengthened K-6 with the use of rubrics and attached student writing samples showing examples of achievement at each developmental level.
- Above the Rubric descriptors has challenged students to go beyond the middle band and unpack what higher levels of achievement looks like. Bump it up walls assist students to self and peer-assess and provide explicit feedback.
- Increase of 9% in the number of Year 3 students scoring 3 or above in vocabulary focus for writing NAPLAN response
- Increase of 18% in the number of Year 5 students scoring 3 or above in vocabulary focus for writing NAPLAN response
- Increase of 17% of students on track as indicated by the Year 1 Phonics Screener
- Year 3, 4 and 5 Check In data indicates achievement above state and SSSG in both Reading and Numeracy. Year 6 achievement is equal to state.
- 100% of teachers believe stage planning provides opportunities to identify teaching challenges and discuss evidence-based practices in literacy and/or numeracy.
- 100% of teachers report the most significant change to their teaching of phonics and phonemic awareness as being the explicit and focused instruction
- 100% of staff have confidence to deliver a balanced literacy block

Next year, in this initiative we will use the established collaborative school systems to focus on numeracy. All teachers will be involved in professional learning to implement the new syllabus and refine effective teaching practices in mathematics K-6. We will continue to use structured data conversations, with a focus on numeracy to drive responsive and collaborative planning. The Assistant Principal Curriculum and Instruction (APCI) will work shoulder to shoulder in classrooms to provide timely and specific feedback. Next year, in this initiative we won't be implementing Quality Teaching Rounds, rather we will use the APCI to identify expert teaching practice that will be shared across the school through observation and recording of practice.

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
7% uplift in the percentage of students achieving in the top two bands in NAPLAN reading.	2022 NAPLAN data indicates 42% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in an increase of 2% of Year 3 students achieving in the top 2 bands in reading. The Year 3 average reading score is above the state average.
3% uplift in the percentage of students achieving expected growth in NAPLAN reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
6% uplift in the percentage of students achieving in the top two bands in NAPLAN numeracy.	2022 NAPLAN data indicates 36% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in an increase of 14% of Year 5 students achieving in the top 2 bands in numeracy. The Year 5 average numeracy score is above the state average.
7% uplift in the percentage of students achieving expected growth in NAPLAN numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Internal data indicates that the school is operating at delivering in the High Impact Professional Learning policy, 'Collaborative and applied professional	Self-assessment against the High Impact Professional Learning policy shows the school is currently performing at delivering in the element of collaborative and applied professional learning strengthens practice.



Purpose

To ensure that all of our learners are challenged and engaged within a high expectations environment, there will be a planned approach to supporting personalised learning, wellbeing and transition. Students will be self-directed, reflective and resilient learners who are aware of their own progress and feel confident in working with teachers, parents and their peers to help direct future learning.

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.

- Self-regulated learners
- Supporting students

Resources allocated to this strategic direction

Professional learning
Low level adjustment for disability
English language proficiency

Summary of progress

Our focus in this initiative in 2022 was to trial processes for learning that support and foster high expectations, metacognition and personalisation.

Two school teams; an executive team and a leaders of learning team participated in high impact professional learning facilitated by 4Cs educators to explore ways of transforming education through the lens of creativity, critical reflection, communication and collaboration. Through immersive opportunities that embed the 4Cs, team members met twice a term with colleagues from another local school, and used an inquiry approach to investigate the use of the learning disposition wheel as a meta-cognitive tool. Opportunities within the school were identified where team members could influence others and share their learning to trial the 4Cs processes. Team members used processes during whole school staff meetings and stage meetings to share the strategies that strengthen deep noticing and reflection. The leaders of learning team implemented an inquiry with their own class to focus on a section of the learning disposition wheel to develop grit; a determination to succeed during perceived challenging tasks. This inquiry was integrated into the work in Strategic Direction 1 using the developmental rubrics as a tool to support students to sustain effort and interest despite setbacks or difficulties. Each teacher chose three focus students and used explicit feedback using the rubric language to guide students to keep improving. Work samples were collected and analysed and all students were interviewed at three learning points to evaluate their perception of the task challenge with regard to their level of determination. All students involved in the inquiry demonstrated growth in writing. They were able to describe the work that needed to be done to reach the next learning goal and they used the language of 'grit' from the learning disposition wheel. Whole class discussion about 'grit' and the development of anchor charts provided a consistent language for students to use when describing how to overcome a challenging task. As a result of this work, students are developing a language and a skills framework to evaluate how they learn and continually improve.

MiniLit was trialed in the school to support specific students to catch up on early literacy skills including phonics and phonemic awareness. It is a small group intervention program for targeted Year 2 and 3 students. Students were identified by the 2021 Year 1 Phonics Screener data and pre-assessment data was gathered at the beginning of 2022. 12 students completed 100 lessons that were delivered by a trained School Learning and Support Officer (SLSO), four times per week. Post test data showed that all students made growth with 75% of students making accelerated growth. 8% of students successfully tested off MiniLit in the final assessment. 50% of students successfully reached the benchmarks set by the WARL and WARN reading assessments. 33% of students will progress to the MacqLit Reading intervention. 17% of students will receive Tier 1 intervention in 2023. Members of the Learning Support Team were trained in new intervention programs for implementation next year; Secret Agent Society and MacqLit. As a result of this work, and through strategic allocation of equity funding, the school has established systematic early interventions for students requiring additional support that can be sustained.

Next year, in this initiative we will deepen our work in the 4Cs by exploring Self Determination Theory. The teams will focus on supporting the development of flexible and adaptive curriculum and pedagogy that connects the intrapersonal skills on the learning disposition wheel to a high expectations culture, and task design that motivates and challenges all students. Student's sense of belonging and connectedness will be strengthened through implementation of the Inclusive, Engaging and Respectful Schools policies and a review of Personalised Learning Pathways for Aboriginal and Torres Strait Islander students. MiniLit will continue to be implemented and another Tier 2 intervention program, MacqLit, will be

trialed. MacqLit is an explicit and systematic reading intervention program for small groups of Year 3-6 low-progress readers. It provides an SLSO with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. The LaST will also trial the implementation of Secret Agent Society (SAS) a structured social and emotional program for children aged 8-12 years old. It is an espionage themed social skills program designed to teach students with Autism Spectrum Disorder, Anxiety and ADHD social-emotional skills. SAS is recognised world-wide as one of the most successful evidence-based programs of its kind in the world. SAS will be implemented in 2023 with 5 students identified by the Learning Support Team, through teacher referral, who have either ASD, anxiety or ADHD. Two sessions will be conducted each week, taught by the LaST and supported by the School Psychologist and an SLSO. In 2023, a whole school attendance reward system will be trialed.

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
Uplift in the percentage of students attending school 90% of the time to be above the 2021 attendance rate.	The number of students attending greater than 90% of the time or more has decreased by 22%, however this figure was significantly affected by the public health orders. The school attendance rate is 88.5% which is above state and statistically similar schools group.
Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift to be above the 2021 level.	Tell Them From Me data indicates 85% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) indicating a small decrease compared with 2021.
Internal data indicates that students are being challenged through the use of formative assessment, quality examples and clear learning goals.	Tell Them From Me data indicates an 11% increase in the number of students reporting high skill/ high challenge in intellectual engagement. All students have clear learning goals in writing as described by their rubrics and timely feedback is provided to continue improving. Bump It Up walls are in every classroom with examples of achievement at each level.



Strategic Direction 3: School-wide systems

Purpose

In order to ensure school, student, teacher and leader efficacy and impact we will develop, refine and sustain effective school-wide systems and practices. The school plan will drive continual improvement through evidence-based professional learning, policy implementation and evaluative practices that enables and fosters the shared belief that collectively teachers can impact on student achievement.

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.

- Collective efficacy

Resources allocated to this strategic direction

Summary of progress

Our focus in this initiative in 2022 was developing a shared understanding and consistent approach to applying the A-E common grade scale for reliable assessment data, familiarisation of curriculum reform and reviewing our Student Behaviour Management and Support Plan to align with Inclusive, Engaging and Respectful Schools reform.

During Semester 2, a thorough analysis of academic reports within and across grades and stages was undertaken. Academic reports were compared to the stage statements, syllabus outcomes and content areas. They were analysed for continuity of learning within and across stages. Extensive consistent teacher judgement activities were undertaken, with a focus on writing. Quality samples of common 'c' grade were shared resulting in clearer understanding of the allocation of common 'b' and 'a' grades. Grade-based indicators of achievement, linked to the learning progressions in literacy and numeracy were developed for use in academic reports to address the issue of lower grades being allocated to students in the first year of a stage. As indicated in Strategic Direction 1, there has been an increase in the allocation of common 'a' and 'b' grades in writing across all grades in Semester 2 2022, indicating greater confidence in judging achievement against expectations at each grade in each semester.

To prepare for curriculum reform and implementation of the K-2 English and mathematics syllabus in 2023, the teachers of Kindergarten, Year 1 and Year 2 used the new documents to support stage planning every 5 weeks across every term. An explicit phonemic awareness program was implemented and the syllabus and support documents were used to develop a scope and sequence to sustain this new practice in the K-2 literacy block. The 5 weekly stage planning time was used in Term 4 to allow the 2023 stage teams to meet, consider the scope and sequence and plan for the first 5 weeks of 2023, ensuring teaching time is maximized at the beginning of the year. During Term 4 all staff undertook 12 modules of professional learning in mathematics curriculum reform to gain a deeper understanding of the research behind the changes.

In Term 3, professional learning was conducted to familiarize staff with the new Student Behaviour and Inclusive Practices policies, build understanding of the Care Continuum and the DoE resources available. A review of the school's current Behaviour and Wellbeing Procedures was undertaken during Term 4, consulting with the whole school community to ensure alignment with the new reforms. A draft Student Behaviour Management and Support Plan was developed. Pre- and post- professional learning staff surveys indicate the following positive changes with regard to Student Behaviour and Inclusive Practices policies:

- 100% of staff know the timeline for implementation of the new policies
- 86% increase in teacher understanding of the Inclusive Education for Students with Disability Policy and the resources available
- 81% increase in teacher understanding of the Student Behaviour Policy and 100% of staff are aware of the resources available
- 75% increase in staff understanding of the Care Continuum
- 95% of staff understand who is involved in the Team Around a School

Next year in this initiative we will further strengthen the reliability and validity of assessment that evaluates student learning over time. The executive team will build capacity to implement curriculum reform through structured professional learning sessions and involvement in the Primary Curriculum Self-Assessment survey to deepen knowledge and leadership practice. The Student Behaviour Management and Support Plan will be further strengthened with whole school practices to acknowledge and reward positive behaviour.

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
Internal data indicates that the school is delivering in the High Impact Professional Learning policy, 'Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement' element.	Self-assessment against the High Impact Professional Learning policy shows the school is currently performing at delivering in the element of teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.
Internal data indicates a School Excellence Framework Self-Assessment Survey outcome of sustaining and growing in the element of assessment in the School Excellence Framework.	Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$159,040.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lindsay Park 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> <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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: Trial the Secret Agent Society to address the social/emotional needs of funded students who are diagnosed with ASD, ADHD and/ or anxiety. Expand the use of the DoE Inclusive Practice Hub across the school.</p>
<p>Socio-economic background</p> <p>\$23,657.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lindsay Park 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"> • Collaboration • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through collaborative planning to support student learning in writing • 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: an increase in the number of student achieving in the top two grades and a decrease in the bottom grades in the area of writing.</p> <p>Year 6 : 6% increase in number of students in top 2 grades and 18% decrease in number of students in bottom 2 grades</p> <p>Year 5: 5% increase in number of students in top 2 grades and 3% decrease in number of students in bottom 2 grades</p> <p>Year 4: 2% increase in number of students in top 2 grades and 3% decrease in number of students in bottom 2 grades</p> <p>Year 3: 11% increase in number of students in top 2 grades</p> <p>Year 2: 22% increase in number of students in top 2 grades and 13% decrease in number of students in bottom 2 grades</p> <p>Year 1: 5% increase in number of students in top 2 grades and 15% decrease in number of students in bottom 2 grades</p> <p>Kinder: 11% increase in number of students in top 2 grades and 11% decrease in number of students in bottom 2 grades</p> <p>After evaluation, the next steps to support our students will be: Continue to fund collaborative stage planning as a high impact professional learning opportunity for all staff to tailor learning to individual students, with a focus on mathematics in 2023.</p>

<p>Aboriginal background</p> <p>\$8,068.86</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lindsay Park 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: all staff have participated in cultural awareness training, led by a local Elder and community member, enriching the understanding and knowledge of teachers to embed Aboriginal perspectives in the curriculum through two sessions, one 'On Country' to highlight local significant sites. Two staff members attended the Connecting to Country 2 Day professional learning conducted by the AECG and they brought back to the school insights into strengthening our practices, with a focus on Acknowledging Country. All classes developed their own Acknowledgement of Country which is used every day by the class members. All of our Aboriginal students and a friend had the opportunity to work with an Elder at Coomaditchie to develop a school mural that depicts the local stories and totems. The mural is featured in our school with a guide to understanding the image.</p> <p>After evaluation, the next steps to support our students will be: the development of a whole school Acknowledgement of Country that represents our local context. A re-launch of the Personal Learning Pathways for students with greater understanding about why this document is created. The first steps in planning for the school Reconciliation Action Plan will be undertaken.</p>
<p>English language proficiency</p> <p>\$18,213.25</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lindsay Park 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"> • Supporting students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: communication for Arabic-speaking families has been strengthened by having a bilingual SLSO to assist in conversations about learning and wellbeing. EAL/D students are more confident and prepared to take risks with their vocabulary use, as noted in teacher observations and writing work samples.</p> <p>After evaluation, the next steps to support our students will be: Individual Education Plans to be implemented for all students at the beginning and emerging phase of the progressions, with improvement to be measured using growth along the learning progressions. Teacher professional learning to analyse summative assessment data by filtering EAL/D students to find specific areas for focus and improvement.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Lindsay Park Public School in mainstream classes who have a</p>

<p>\$125,085.78</p>	<p>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"> • Supporting students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with MiniLit, an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Phonics post-test data showed that all students involved in the MiniLit intervention program made growth, with 75% of students making accelerated growth. 8% of students successfully tested off MiniLit in the final assessment. 50% of students successfully reached the benchmarks set by the WARL and WARN reading assessments. 33% of students will progress to the Macqlit Reading intervention. 17% of students will receive Tier 1 intervention in 2023. The school achieved a more consistent approach to student learning support and interventions with systematic processes to identify Tier 2 and Tier 1 interventions.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement MiniLit and provide MacqLit for Year 3-6 low-progress readers for explicit and systematic reading intervention. Implement Secret Agent Society to provide structured, evidence-based social and emotional support for targeted students with ASD, Anxiety and ADHD.</p>
<p>Professional learning</p> <p>\$22,831.50</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 Lindsay Park 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"> • Explicit teaching • Collaboration • Self-regulated learners <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • high impact professional learning for all staff in creating developmental rubrics and analysing Guttman charts. • engaging facilitators to lead professional learning in 4Cs Transformative Pedagogy. • providing additional time and professional learning in assessment for the team of 4 teachers engaged in Quality Teaching Rounds. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to analyse data, share teaching strategies and embed effective practices in the explicit teaching of writing, resulting in improved internal student results. Involvement in 4Cs professional learning has positioned an executive team and a leaders of learning team to influence pedagogical approaches through stage planning to embed the learning disposition wheel as a meta-cognitive tool to understand learners and how they learn. Teachers are actively seeking feedback on their practice from the Instructional Leader and trialing new teaching strategies, aligned to the professional learning focus during data conversations and stage planning.</p> <p>After evaluation, the next steps to support our students will be: to expand the use of developmental rubrics to focus on student progress and achievement mathematics. This will further enhance grade-based</p>

<p>Professional learning</p> <p>\$22,831.50</p>	<p>consistent teacher judgement and deepen understanding of the new syllabus. The 4Cs teams will work with facilitators to develop an inquiry into pedagogical changes through stage planning that foster the use of the learning disposition wheel as a meta-cognitive tool. Expert teachers in mathematics will be identified and opportunities will be sought to share their practice across the school.</p>
<p>Literacy and numeracy</p> <p>\$8,713.43</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lindsay Park 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Heggartys phonemic awareness program and resources, to support teaching, learning and assessment in phonemic awareness and phonics • purchasing of literacy resources such as decodable texts and quality mentor texts for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: 100% of Kindergarten and Year 1 teachers report feeling confident or very confident in delivering the Heggartys phonemic awareness program. 100% of Kindergarten and Year 1 teachers report the most significant change to their teaching of phonics and phonemic awareness as being the explicit and focused instruction. Compared to 2021 data, there has been an increase of 17% of Year 1 students 'on track' as indicated by the phonics screener and a 27% decrease of Year 1 students 'requiring support'.</p> <p>After evaluation, the next steps to support our students will be: to continue resourcing decodable texts to ensure classroom and home reading programs can be sustained. Strengthen the Learning Support Team processes to identify Tier 1 and 2 interventions for students who require support and implement MacqLit to provide evidence-based intervention in Years 3-6.</p>
<p>QTSS release</p> <p>\$66,884.02</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lindsay Park 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"> • Explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Instructional Leader to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Staff survey indicates:</p> <ul style="list-style-type: none"> - 92% of staff agreement that stage planning has increased their knowledge and understanding to plan and deliver a balanced literacy block - 100% of staff have confidence to deliver a balanced literacy block - 100% of teachers agree that stage planning provides opportunities to identify and discuss evidence-based teaching practices in literacy and numeracy - 92% of teachers are confident or very confident that the evidence-based practices they use are key to student progress and achievement. - 50% of teachers describe the gradual release model and explicit teaching

<p>QTSS release</p> <p>\$66,884.02</p>	<p>as the major evidence-based practice they have implemented successfully this year</p> <ul style="list-style-type: none"> - 92% of staff use data collected every 5 weeks to program for explicit guided writing during stage planning - the most significant change as a result of stage planning and in-class Instructional Leader support, as reported by teachers is targeted and explicit teaching practice in writing. This is followed by providing timely and specific feedback to students on their writing. <p>After evaluation, the next steps to support our students will be: to use established and successful professional learning and collaboration systems to drive a focus on improvement in numeracy outcomes for students. This will include all staff, working in cross-stage learning communities to participate in high impact professional learning in 'Effective Teaching Strategies in Mathematics' led by NSW Mathematics Strategy. Data conversations, stage planning and in-class coaching and mentoring will support this focus on evidence-based teaching methods in mathematics, including the implementation of the new syllabus.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lindsay Park Public School who may be at risk of not meeting minimum standards.</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"> • Explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: Modeled and guided writing instruction is occurring systematically in every classroom, with feedback and support provided by the Instructional Leader to enhance guided writing practice. Every student is making growth in writing as indicated by the developmental rubrics. Formative teaching and assessment strategies are in place in every classroom with in-class support and advice provided by the Instructional Leader to move groups of students towards the next learning goal. Learning and Support intervention programs are in place for students requiring additional support in phonics as well as enrichment programs for high potential students. Above the Rubric writing initiative has resulted in improved outcomes and higher grade allocation across every grade in writing, with an average 5.5% increase of students receiving an A or B in the Semester 2 reporting. NAPLAN data for Year 3 enrichment group indicates 87% of the students in the enrichment group achieved in the top 2 bands in the focus area of their enrichment group; 13% achieved in the high middle band. 79% of Year 5 students in the enrichment group achieved in the top 2 bands. While 21% achieved in the high middle. Tell Them From Me data indicates an 11% increase in the number of students reporting high skill/ high challenge in intellectual engagement.</p> <p>After evaluation, the next steps to support our students will be: to utilise the Assistant Principal Curriculum and Instruction to drive a numeracy focus across the school. The school will engage additional LaST and SLSO staff using other flexible funding to extend intensive small group reading intervention programs and strengthen enrichment programs across K-6.</p>
<p>COVID ILSP</p> <p>\$70,249.00</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</p>

COVID ILSP

\$70,249.00

school as most likely to benefit from additional support in 2022.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition

The allocation of this funding has resulted in the following impact:

Of the Year 1 students receiving support, all made accelerated progress with their reading. All of the Year 2 students receiving support made accelerated progress in reading, and were reading well above expected Year 2 level by the end of the program. All participating Year 3 students made accelerated progress in reading throughout the program. Of these, most students were reading at expected Year 3 level by the end of the program and some students were only 1 level below that expected. Of the Year 4 students who received support in mathematics, most made sound progress and some made accelerated progress. Of the Year 5 students receiving support for reading, most made sound progress and some made accelerated progress. Of the Year 6 students who received support in Mathematics, most made accelerated progress, some made sound progress. Any student who was not at grade expectation by the end of the intervention has been referred to learning support team for future intervention and support.

After evaluation, the next steps to support our students will be:

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	204	195	174	165
Girls	189	186	175	178

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	93.7	94.3	90.5
1	93.8	92.6	94.1	89.4
2	92.2	93.8	93.6	88.7
3	92.7	94.8	93.4	89.9
4	94.0	94.1	93.0	88.8
5	92.8	92.9	93.3	88.4
6	92.2	93.2	91.0	88.6
All Years	93.1	93.6	93.2	89.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.77
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	146,299
Revenue	3,568,818
Appropriation	3,372,700
Sale of Goods and Services	4,206
Grants and contributions	190,136
Investment income	1,676
Other revenue	100
Expenses	-3,476,586
Employee related	-3,027,724
Operating expenses	-448,862
Surplus / deficit for the year	92,232
Closing Balance	238,531

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	170,095
Equity Total	175,025
Equity - Aboriginal	8,069
Equity - Socio-economic	23,657
Equity - Language	18,213
Equity - Disability	125,086
Base Total	2,614,763
Base - Per Capita	88,185
Base - Location	0
Base - Other	2,526,578
Other Total	235,262
Grand Total	3,195,145

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

Parent / carer surveys indicate strong agreement that parents feel welcome and informed, the school supports positive behaviour and is inclusive. The agreement in these areas is higher than the state norm. School wellbeing programs and strategies that have been highlighted by the community as strengths include the Kinder Buddy program, positive student/teacher relationships, self-regulation strategies, positive reinforcement, inclusive culture, clear expectations for behaviour and communication with parents.

The Tell Them From Me student survey indicates strengths in social-emotional outcomes including positive behaviour at school, positive relationships and effort. These outcomes had a higher percentage of students compared to the state norm. There has been an increase of 11% of students rating their learning in the high skill/ high challenge domain. Students describe explicit teaching practices, feedback, positive teacher-student relations and advocacy at school as strengths and the percentage is higher than the state norm. There is a very low rate of bullying at the school, with 17% fewer students who describe having been a victim of bullying compared with the state norm.

Staff surveys indicate strong agreement that leadership, collaboration and inclusivity are key strengths of the school. The agreement on these key drivers of student learning is 8-10 points above the state norm. Other areas where agreement is strong and above the state norm are learning culture, data informing practice and teaching strategies.



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.

