2022 Annual Report

Lilli Pilli Public School

4084

Introduction

The Annual Report for 2022 is provided to the community of Lilli Pilli Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Our vision at Lilli Pilli is to continually strive for excellence; to seek out innovative, creative and engaging learning for every student and to build an environment where our students achieve personal success across all aspects of their academic, emotional and social learning.

We are committed to educational excellence. We strive to provide high quality learning experiences. We aspire to create an inclusive and caring learning environment with high expectations at the forefront of our planning. We want all students to develop positive relationships and connections with others, nurture a positive self-image and work towards developing high levels of emotional intelligence.

School context

Lilli Pilli PS is in the southern suburbs of Sydney on the surrounding shores of the Port Hacking River. All programs at Lilli Pilli Public School are underpinned by a Student Wellbeing Policy which aims to realise the school's mission that 'Everyone Matters'. Programs include student achievement and social responsibility through a balanced, challenging and engaging curricula. The school caters for the individual needs of all students, supported by a strong Learning Support Team. The school, which is on two sites, has a very well developed K/6 ethos, fostered through our Peer Support Program, Buddy and Award Systems and an inclusive philosophy in our educational goals, professional development, school planning and evaluation.

The school enjoys a high profile in the community in extracurricular activities that include band and the creative arts, dance, sport, public speaking and debating. Our school works very closely with and is strongly supported by our parent community in all aspects of education.   The school will be focused on improving student growth and attainment, ensuring quality teaching practices are immersed in all learning opportunities and the wellbeing of all students will be our priority. The collaborative and cohesive staff, strive for excellence in providing the best learning environments and opportunities for all our students. At Lilli Pilli Public School 'Everyone Matters'.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to enhance learning in reading and numeracy. We will grow student learning through quality use of assessment and data that leads to effective differentiation and student success.

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.

- Improve literacy and numeracy -growth and attainment

Resources allocated to this strategic direction

Literacy and numeracy: $20,940.60
Integration funding support: $39,593.00
Aboriginal background: $3,944.42
English language proficiency: $2,570.07
Low level adjustment for disability: $93,345.37
Literacy and numeracy intervention: $22,984.20
Professional learning: $20,754.70

Summary of progress

In 2022, we continued professional learning for our beginning teacher cohort in the area of numeracy. We continued to work with numeracy to complete cohesive scope and sequence across the. We were focused on initiating the teaching of the new curriculum and Launch, explore, summarise model. We developed innovative assessment tools to track student growth longitudinally. Teachers engaged in programs to ensure students had positive mindset during mathematics lessons. Students were grouped according to summative and formative data which enabled groups to have specific goals. The quality of these programs is evidenced in observations of practice, programs and strong assessment data. A barrier we overcame was collaboratively developing our beginning teachers so that they had confidence and capability in the teaching of numeracy. This ensured consistency and collaboration across the school.

Impact

Have we increased student growth and attainment in numeracy?

Strong student growth data in literacy and numeracy is evidenced in our our pat and check in data. The individual growth of students has been monitored through increased staff data analysis skills.

How effectively are teachers using assessment and data to differentiate student learning?

Stage team meetings now focus on analysing data and tracking students. Evidence through program differentiation, meeting minutes and program adjustments. Tell them from me teacher survey shows strength where teachers have stated *my assessments help me understand where students are having difficulty (8.6) and I use results from formal assessment tasks to inform my planning (8.1).*

Data informs practice remains strong and at the NSW government norm (7.7)

Where to next?

In 2023, our school focus will be on literacy with the new APCI with shoulder to shoulder support for the implementation of the new curriculum. The library/RFF program will be driven by vocabulary data to support literacy in the classroom.

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
To increase student results in top two bands in numeracy from 2019 to the lower bound target. To uplift student results in the top two bands in numeracy by 10%.	2022 NAPLAN data indicates 45.45% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target however was above the lower bound target in 2021.
To increase and maintain student results in top two bands in reading from 2019 to the higher bound. To maintain student results above the higher bound target.	2022 NAPLAN data indicates 53.36% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target however was above the upper bound target in 2021.
To increase student results in expected growth in numeracy from 61.33% in 2021 to the lower bound of 68% requiring a 3% uplift.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN, however, Check in Assessments indicates strong growth in student achievement. **Year 3** State Average - 57.6% LPPS - 62.3% **(+4.7%)** **Year 4 -** State Average- 63.5% LPPS - 73.9% **(+10.4%)** **Year 5 -** State Average - 56.3% LPPS - 59.7% **(+3.4%)** **Year 6 -** State Average - 60.8% LPPS - 77.3% **(+16.5%)**
To increase student results in expected growth in reading from 61.33% in 2021 to the lower bound of 68% requiring a 3% uplift.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check in Assessment in Reading indicates strong growth in student achievement. Year 3 State Average - 53.3%

To increase student results in expected growth in reading from 61.33% in 2021 to the lower bound of 68% requiring a 3% uplift.	LPPS - 64.8% **(+11.5%)**
	Year 4 State Average - 52.3 %
	LPPS - 63.1% **(+10.8%)**
	Year 5 State Average - 51%
	LPPS - 54.5% **(+3.5%)**
	Year 6 State Average - 55%
	LPPS - 67.4% **(+12%)**
Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. S&G -Differentiation	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of differentiation. Most students know what they need to learn next, however this remains a priority area so all students can articulate their learning.
Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students S&G - Formative Assessment	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of formative assessment where *assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.*
The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. S&G - Data Literacy	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data Literacy where t*he school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.*
Increase the percentage of targeted students meeting their individual learning goals/stage bench marks so that equity gaps are closing.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of individual learning needs. • Minilit & maclit - exit data (pre and post) in 2022 60 students were supported in the minilit program, 60% of students are achieving School benchmarks. • IEP - Of the students who have an IEP, 95% have achieved success in meeting their academic, social emotional goals.

Strategic Direction 2: Quality Teaching

Purpose

Our purpose is to enhance collaborative quality teaching to improve classroom practice where students are engaged through high expectations and a focus on explicit teaching and feedback.

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.

- Quality Teaching

Resources allocated to this strategic direction

QTSS release: $73,089.76

Summary of progress

In 2022, 4 teachers were guided and supported through accreditation. Lessons observations were conducted and feedback used to improve practice across the teaching standards. Each stage developed a collaborative approach to programming with a focus on using data to inform teaching practice. A beginning teacher group was formed with an allocation of mentors. Weekly meetings were reflective of current teacher goals and needs with a focus on quality teaching. Observstions and team teaching occurred regularly. Differentiation became a feature of teaching practise, with enabling and extending prompts which catered to HPGE students as well as those working below the stage outcomes. We continued the connection with our numeracy advisors with a focus on quality teaching in numeracy. A barrier was the availability of regular casual teachers to release staff for professional learning and observations. Our focus was directed to ensure consistency across stage teams. The quality of PL for staff proved to be an enabler with particular consistency on both the delivery of PL and language of mathematics from the numeracy advisors.

Impact

What has been the impact of our staff collaborations on student learning?

Staff collaboration is a school strength which is demonstrated in the Tell Them From Me Teacher survey where teachers reported *I work with other teachers in developing cross curricular or common learning opportunities (8.3) and talk with other teachers about strategies which increase student engagement (8.3).* Our strong growth in student learning is the result of these strong collaborations as evidenced in programs and observations.

How successfully has explicit teaching and feedback been used in classrooms?

Explicit teaching is becoming an embedded practice across the school with learning intentions and success criteria being a feature in most classrooms. In the Tell Them From Me teacher survey teachers report *when i present a new concept i try to link it to previously mastered skills and knowledge (8.1) and I discuss with students ways of seeking help that will increase learning (8.3).*

In the Tell Them From Me student survey, students report *teachers set clear goals for learning, establish expectations, check for understanding and provide feedback* is at the NSW Government norm.

Where to next?

In 2023, we plan to embed learning intentions and success criteria, more collaborative observations. We will look at quality teaching practises in literacy, including sentence structure and embedding the new curriculum across K-2 and initiative curriculum in 3-6. In 2023, we will change our hand over process at the beginning of the year to ensure students strengths are identified and timely implementations of support structures as required.

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
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. S&G - Collaborative Practice and Feedback	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Collaborative Practice and Feedback where *teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.*
Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. S&G - Explicit Teaching	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Explicit Teaching where t*eachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.*

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Strategic Direction 3: Wellbeing

Purpose

Our purpose is to refine wellbeing practices across the school through a planned approach to wellbeing to suit individual needs that is student centered with a focus on belonging, advocacy and student voice.

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.

- Wellbeing

Resources allocated to this strategic direction

Professional learning: $3,000.00
Socio-economic background: $9,140.11

Summary of progress

In 2022, we re-initiated community events to engage parents and carers as partners in their child's learning. Programs such as Peer support and Together Tuesday, were re-introduced to improve students sense of belonging. Students in years 3-6 were provided with a wellbeing journal which focused on developing self - awareness, relationship skills and resilience. Our school ran projects in leadership for our SRC team and all Stage 3 students. Top Blokes program targeted boys in year 5 while the school developed a wellbeing team who began the journey of implementing The Resilience Project for 2023. Teachers went to Professional learning with Hugh Van Vuylenberg to build capacity and understanding of Resilience. All staff read the books 'The Resilience Project: Finding Happiness Through Gratitude , Empathy and Mindfulness ' and 'Let Go, It's time for us to. Let go of shame, expectation and our addiction to social media', by Hugh Van Cuylenberg. Parent webinars were made available through The Butterfly Foundation about positive self image for students. Teacher enthusiasm for the Resilience Project proved to be an enabler as the quality of the resources helped shape their thoughts. A barrier for our school was at the beginning of the year where we had to keep to cohorting rules which limited collaboration across the school. COVID restrictions impacted parent involvement and accessibility to our school site and we have worked hard to re engage the parent community in the second semester.

Impact

Are our students expressing a more positive sense of well-being-belonging?

In the student Tell Them From Me survey students were particularly positive about student participation in school sports(school mean = 96% and NSW Government = 83%). Students reported *students have friends at school who they can trust and who encourage them to make positive choices (LPPS 91% compared to NSW Government 85%) and students who do not get in trouble at school for disruptive or inappropriate behaviour (93% compared to NSW Government norm of 83%)* are school strengths.

The school mean for advocacy at school is above the NSW Government norm (7.8 compared to NSW Government Norm 7.7)

85% of students know where to seek help if bullied.

The school is at NSW Government norm as an inclusive school and teachers relate I s*trive to understand the needs of students with special learning needs (8.9) and I establish clear expectations of classroom behaviour (9.4)*

Parents rated that the school support positive behaviour above the NSW Government norm (7.8)

Is there a increase in leadership opportunities for all students?

All Stage 3 students have been included in the leadership day. Year 5 students completed an application to become school captain in 2023. Each class has an SRC member to represent their peers. The SRC team completed a leadership

training day. During our together Tuesday buddy sessions, each child in years 3 - 6 got the opportunity to run the session. At a classroom level, all students have been given the opportunity to engage in additional roles and responsibilities

Where to next?

In 2023, we will officially introduce The Resilience Project to all staff members, parents and students. This program will support our wellbeing initiatives. The school will further embed the programs initiated in 2022.

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
Every student can identify a staff member and/or buddy to whom they can confidently turn for advice and assistance at school. S&G - Caring for Students	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of caring for students where *every student can identify a staff member and/or buddy to whom they can confidently turn for advice and assistance at school.*
To increase the percentage of students expressing a positive sense of wellbeing from 2019 to our lower bound target uplift = 4%	Tell Them From Me data Unavaillable for this measure however from the three drivers of student engagement, Advocacy at School is above the NSW Gov norm. (7.8>7.7) Sense of Belonging and Expectations for Success are areas for future focus as they have been impacted by Covid-19 restrictions.
Increase percentage of students attending school greater than 90% from 2019 to our lower bound target. Uplift = 4%	The number of students attending greater than 90% of the time or more has decreased to 65.47%. This has been severely impacted by the requirements of COVID-19 restrictions to stay home if students are sick.

Funding sources	Impact achieved this year
Integration funding support $39,593.00	Integration funding support (IFS) allocations support eligible students at Lilli Pilli Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve literacy and numeracy -growth and attainment **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs. • staffing release for targeted professional learning. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • intensive learning and behaviour support for funded students. **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. SLSOs supported the implementation of PLSP ensuring student success. **After evaluation, the next steps to support our students will be:** In 2023, funded students will continue to be supported trough the LST and the allocation of the SLSO and carefully developed PLSP with continued parent input.
Socio-economic background $9,140.11	Socio-economic background equity loading is used to meet the additional learning needs of students at Lilli Pilli Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through [program] to support student learning • employment of additional staff to support The Resilience Project implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs **The allocation of this funding has resulted in the following impact:** Identified students and whole school wellbeing programs are delivering increased sense of student belonging, growth mindset and resilience as evidenced in internal school data and Tell Them From Me. **After evaluation, the next steps to support our students will be:** In 2023, a whole school Resilience Project will be embedded to enhance awareness of mindfulness gratitude and empathy across the entire school community.
Aboriginal background $3,944.42	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lilli Pilli 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.

Aboriginal background $3,944.42	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve literacy and numeracy -growth and attainment **Overview of activities partially or fully funded with this equity loading include:** • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** Aboriginal culture and language has been prioritised across the school. Aboriginal students have had success in the PLPs. **After evaluation, the next steps to support our students will be:** In 2023 we plan to continue to embed this program a supported by our local Aboriginal elder.
English language proficiency $2,570.07	English language proficiency equity loading provides support for students at all four phases of English language learning at Lilli Pilli Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve literacy and numeracy -growth and attainment **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** This funding has been incorporated into the LAST position so that more time can be spent in student support across the school. EAL/D students are supported through quality differentiation on a needs basis. **After evaluation, the next steps to support our students will be:** This funding will continue to support our Learning and support processes.
Low level adjustment for disability $93,345.37	Low level adjustment for disability equity loading provides support for students at Lilli Pilli Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve literacy and numeracy -growth and attainment **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in the following impact:** Students have been supported through the Learning Support program on a needs basis. Students have had access to MiniLit and MacqLit programs and the LAST teacher has developed a Learning Assistance Program for students at risk in Kindergarten. Data from these programs show excellent student growth. The LAP program has shown great increase in sight word

Low level adjustment for disability $93,345.37	retention and growth in reading. **After evaluation, the next steps to support our students will be:** In 2023, we will continue to use this funding to support early intervention programs and the Learning and Support programs.
Professional learning $23,754.70	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 Lilli Pilli Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve literacy and numeracy -growth and attainment • Wellbeing **Overview of activities partially or fully funded with this initiative funding include:** • Beginning Teacher group engaged in Professional learning with numeracy advisor to unpack evidence-based approaches to teaching numeracy. • Professional learning resources were purchased so that each teacher had access to quality research. • Teachers were released to collaborate and plan and conduct peer observations. **The allocation of this funding has resulted in the following impact:** There is now a whole school approach to the language of maths and quality teaching of numeracy. We have developed a whole school Scope and Sequence. There is more opportunities for collaboration with staff planning and programming together. **After evaluation, the next steps to support our students will be:** In 2023, we will be focusing on literacy learning, supported by the APCI.
Literacy and numeracy $20,940.60	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lilli Pilli Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve literacy and numeracy -growth and attainment **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy **The allocation of this funding has resulted in the following impact:** Quality resources are now available to support numeracy and literacy programs in the school. A more consistent approach to the teaching of numeracy due to collegial support and planning. **After evaluation, the next steps to support our students will be:** In 2023, this funding will be used to support the APCI who will support the implementation of the new curriculum.
QTSS release $73,089.76	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lilli Pilli Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

QTSS release $73,089.76	• Quality Teaching **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** Stage team meetings continue to meet student needs through regular and consistent analysis of student data. There is a new assessment schedule with regular data collection points and monitoring for student progress. **After evaluation, the next steps to support our students will be:** In 2023, QTSS will be used to release teachers to meet with APs and APCI to regularly analyse data and for shoulder to shoulder support for consistent quality teaching.
Literacy and numeracy intervention $22,984.20	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lilli Pilli Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve literacy and numeracy -growth and attainment **Overview of activities partially or fully funded with this initiative funding include:** • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan **The allocation of this funding has resulted in the following impact:** More students were able to be supported through the learning and support processes with success measured by strong growth specifically in literacy. **After evaluation, the next steps to support our students will be:** In 2023 this funding will be used to fund the APCI to support the implementation of the new curriculum.
COVID ILSP $33,040.00	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. **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:** The Covid ILSP teacher was able to support students face to face and online through the development of quality resources and small group tuition. MiniLit data shows an increase in student phonemic awareness and phonics. **After evaluation, the next steps to support our students will be:** This program will continue for the remainder of 2023.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	193	193	194	193
Girls	187	191	190	192

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	96.0	96.7	95.9	91.4
1	94.6	97.2	95.1	90.4
2	94.5	97.0	95.8	92.0
3	95.5	95.3	95.4	92.3
4	96.0	95.7	95.1	90.1
5	94.0	97.4	95.1	91.1
6	93.6	95.4	94.6	89.7
All Years	94.8	96.4	95.3	91.1
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)	15.01
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.42

*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.

Lilli Pilli Public School 4084 (2022)

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	205,637
Revenue	3,624,260
Appropriation	3,382,819
Sale of Goods and Services	3,115
Grants and contributions	234,631
Investment income	3,696
Expenses	-3,788,995
Employee related	-3,191,299
Operating expenses	-597,697
Surplus / deficit for the year	-164,736
Closing Balance	40,901

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	39,593
Equity Total	109,000
Equity - Aboriginal	3,944
Equity - Socio-economic	9,140
Equity - Language	2,570
Equity - Disability	93,345
Base Total	2,913,986
Base - Per Capita	97,029
Base - Location	0
Base - Other	2,816,957
Other Total	225,505
Grand Total	3,288,084

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

Student Survey

Students in Years 4-6 were surveyed using the *Tell Them From Me Student Outcomes and School Climate survey.*

From the three drivers of student engagement, Advocacy at School is above the NSW Gov norm. (7.8>7.7) Sense of Belonging and Expectations for Success are areas for future focus as they have been impacted by Covid-19 restrictions.

In the student Tell Them From Me survey students were particularly positive about student participation in school sports(school mean = 96% and NSW Government = 83%). Students reported *students have friends at school who they can trust and who encourage them to make positive choices (LPPS 91% compared to NSW Government 85%) and students who do not get in trouble at school for disruptive or inappropriate behaviour (93% compared to NSW Government norm of 83%)* are school strengths.

85% of students know where to seek help if bullied while 95% of students have medium to strong levels of perseverance where students try hard to meet their goals even when met with obstacles.

Explicit teaching has been a school focus and students responded that *Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback* to be almost equivalent to the NSW Gov norm.

Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

42% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.

31% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.

21% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.

6% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%. This data shows that Lilli Pilli PS is well on it way to providing a high skill high challenge learning environment.

Importantly trend data shows Sense of Belonging(8%), Positive Behaviour (1%) and Positive relationships(7%) have all increased from 2021.

Areas for future focus in Wellbeing include Positive Learning Environments where *Students understand there are clear rules and expectations for classroom behaviour,* students who value schooling outcomes (87% <96%NSW Gov norm) and students who are interested and motivated in their learning (62%<78% NSW GOV norm) . The school is anticipating participation In The Resilience Project will support students in these areas. .

Teacher Survey

Teachers were surveyed using the *Tell Them from Me Teacher survey - Focus on Learning*. Only 40% of teachers responded so the results are not reflective of all teaching staff.

A school strength is teacher collaboration where trend data show's collaboration has improved from 2021. (7.4>7.1). In particular *I work with other teachers in developing cross-curricular or common learning opportunities 8.3, I talk with other teachers about strategies that increase student engagement 8.3 and Teachers in our school share their lesson plans and other materials with me7.8 . I discuss my assessment strategies with other teachers 8.1*

Learning Culture at LPPS is at the NSW Gov norm (8.8) with particular strengths being setting high expectations for student learning and working with students with behaviour problems.

Data Informs Practice is a school priority and teacher responses show expertise in *My assessments help me understand where students are having difficulty 8.6 and I use results from formal assessment tasks to inform my lesson planning 8.1 and I give students feedback on how to improve their performance on formal assessment tasks 8.1*

Teaching strategies and use of technology remain areas for future focus especially the school wide use of explicit teaching where students are clear about what they are learning and ways of giving students feedback. There is room to improve the way technology is used for students to analyse and organise information and setting student goals in using technology.

LPPS is seen as an inclusive school at the NSW Gov norm of 8.2 where I *am regularly available to help students with special learning needs.8.6 . I strive to understand the learning needs of students with special learning needs 8.9 I establish clear expectations for classroom behaviour 8.4*

Parent involvement is rated above the NSW Gov norm 7.9>6.8 and is school strength where teachers work with parents to resolve student learning problems.

Of the four dimensions of classroom and school practices the school is equivalent the NSW Gov norm in planned learning opportunities, challenging and visible goals and overcoming obstacles for learning. Quality feedback remains a school priority where lesson observation and feedback and teacher feedback to students are areas for future focus.

Trend data shows that the school context and classroom data trends remain similar to 2021 with improvement in collaboration and parent involvement while technology and quality feedback are areas for future focus.

School leaders will reflect on how to improve teacher morale and wellbeing through more support through stressful times, helping teachers with visible and challenging learning goals, time for observation with a clear focus on improving teaching.

Parent Survey

Less than 10% of parents completed the *Tell Them from Me - Partners in Learning*. The results are not reflective of the entire parent community.

Trend data comparing 2022 to 2021 shows the school has improved in the drivers of parent engagement including parents feel welcome, parents support learning at home, school supports learning, school supports positive behaviour, safety at school and inclusive school. This is evidence that our parent engagement programs are having a positive impact.

The school supports positive behaviour is a school strength with *Teachers expect my child to pay attention in class.8.3 Teachers maintain control of their classes. 7.7 My child is clear about the rules for school behaviour.8.6* Parents identify that they are strong at supporting and encouraging their child at school however they could discuss with their child how they are going in class and how important school work is.

Parents note that their child feels safe going to and from school, 100% of parents state the school is their first choice of school and that their child is expected to do his or her best work.

While parents responses agree that student reports are written in plain language the survey shows the school's current NSW DOE compliant report is only seen as useful by 25% of respondents where *My child's school reports provide me with information on how to best support my child in their learning*. Parents would like more information on their child's social and emotional development.

Parents say they can easily talk with their child's teacher and that administrative and support staff are helpful.

81% of parents expected their child to go to university and 94% expected their child to complete Year 12. This is further evidence of high expectations for student learning from the LPPS community.

Formal and informal meetings were the way parents wanted to find out information about their child while text, emails and the school newsletter were useful for school context information.

The school will continue to build strong engagement with the Lilli Pilli school community and will use the feedback from this survey to build a strong and connected learning community.

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.