2022 Annual Report

Lismore Heights Public School

4085

Introduction

The Annual Report for 2022 is provided to the community of Lismore Heights 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

At Lismore Heights Public School we work together, guiding each other to achieve our best in mind, body and culture through quality educational experiences and a supportive learning environment. Our school and its community will always "Aim High".

School context

Lismore Heights Public School caters for approximately 220 students from Kindergarten to Year 6. Approximately 25% of the student population identify as Aboriginal or Torres Strait Islander. The school is located above the town of Lismore, overlooking the picturesque mountains to the north. Our school provides a safe, caring and nurturing environment in which students of all ages and abilities thrive. Lismore Heights Public School is a proud member of 'The Rivers P-12' Community of Schools which serves Lismore and its surrounding area. Our schools work collaboratively to provide quality learning experiences for all students living in the Lismore region. The Index of Community Socio-Educational Advantage (ICSEA) and Family Occupation and Education Index (FOEI) are measures that enable meaningful comparisons to be made across schools. Lismore Heights Public School has a slightly lower than average ICSEA, and an average FOEI score when compared with similar schools.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	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

To maximise student learning outcomes in reading and numeracy through focusing on teacher professional learning that improves the teaching of literacy and numeracy to be responsive to the learning needs of students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Targeted Learning Support
- Increase student agency

Resources allocated to this strategic direction

: $154,383.00
AP Curriculum & Instruction: $0.00
Professional learning: $4,000.00
QTSS release: $51,025.00

Summary of progress

Student attainment in Year 3 exceeded State and SSSG averages for Reading, and is above SSSG in Grammar & Punctuation and Numeracy. Student overall achievement in Year 3 in Writing and Spelling was below SSSG. The Top 2 Bands for Reading in Year 3 was above State and SSSG averages, and above State and SSSG in Numeracy. This reflects the school's initiative to focus more explicitly on differentiation for our high potential students.

Student attainment in Year 5 reflects that the average student attainment is above SSSG averages in Reading, Grammar & Punctuation, Numeracy and Spelling, and below SSSG average for Writing. Average student attainment in Spelling, Grammar & Punctuation and Numeracy is also above DoE averages. In the Top 2 Bands, Year 5 student attainment was above DoE and SSSG averages in Grammar & Punctuation and Reading, and above SSSG averages in Numeracy and Spelling.

Writing has been identified as an area for further development and is being targeted through evidenced-based professional learning based around the work of Lyn Sharratt, which includes learning intentions, success criteria and sharing exemplars.

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
A minimum of 3.75 percentage points increase from the baseline of students achieving expected growth in numeracy.

Percentage of Aboriginal students achieving expected growth in numeracy and reading in NAPLAN is equal to, or above that of their non-Aboriginal peers. | NAPLAN growth data for Numeracy is unavailable for 2022 as the test was not run in 2020. Historical NAPLAN data shows that the average student Value Added from Y3-Y5 for all years between 2017-2021 is above the average student Value Added for schools across the State.

Check-in data for Years 3, 4 and 5 (2021) and for the same cohort Years 4, 5 and 6 (2022) shows that student attainment in Numeracy remains above SSSG average. This indicates that student growth is broadly in line with SSSG averages over that period.

Check-in data for Aboriginal students in Years 3, 4 and 5 (2021) and for the same cohort in Years 4, 5 and 6 (2022) shows that student attainment in Numeracy remains above or equal to SSSG averages. This reflects student growth broadly in line with SSSG averages over that period. |
| A minimum of 1.55 percentage points increase from the baseline of students achieving expected growth in reading. | NAPLAN growth data for Reading is unavailable for 2022 as the test was not run in 2020. Historical NAPLAN data shows that the average student Value Added from Y3-Y5 for all years between 2017-2021 is above the |

A minimum of 1.55 percentage points increase from the baseline of students achieving expected growth in reading.	average student Value Added for schools across the State. Check-in data for Years 3, 4 and 5 (2021) and for the same cohort Years 4, 5 and 6 (2022) shows that student attainment in Reading remains above SSSG and in line with state averages. This indicates that student growth is in line with SSSG and state averages over that period. Check-in data for Aboriginal students in Years 3, 4 and 5 (2021) and for the same cohort Years 4, 5 and 6 (2022) shows that student attainment in Reading has improved when compared with SSSG averages. In 2021, average Aboriginal student attainment was above SSSG and state average for Year 5 students, and above state average in Year 3. In 2022, the average attainment for Year 6 Aboriginal students was above SSSG and state averages, and the average attainment of students in Year 5 cohort was above SSSG averages, and in Year 4 teh average Aboriginal student attainment was above SSSG and state averages. This indicates overall Aboriginal student growth above SSSG averages over that period.
A minimum uplift of students in the Top 2 NAPLAN bands in numeracy of 6 percentage points..	The proportion of students achieving in the top 2 bands of NAPLAN numeracy did not meet the system agreed target but progressed towards it with an uplift of 2.2 percentage points from the baseline.
A minimum uplift of students in the Top 2 NAPLAN bands in reading of 5 percentage points.	The proportion of students achieving in the top 2 bands of NAPLAN reading exceeded the agreed system lower bound target by 1.56 percentage points and achieved an uplift of 6.58 percentage points from the baseline.

Lismore Heights Public School 4085 (2022)

Strategic Direction 2: Effective classroom practice

Purpose

To build the capacity of teachers in their use of data through formative assessment to plan for differentiated learning, explicit teaching and effective 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.

- Triad Initiative - Analysing and utilising Data
- Triad Initiative - Feedback

Resources allocated to this strategic direction

AP Curriculum & Instruction: $150,571.00
Socio-economic background: $95,454.00
Professional learning: $20,929.00
English language proficiency: $6,702.00
Low level adjustment for disability: $30,321.00
Location: $1,520.00
Per capita: $68,309.00

Summary of progress

Into 2023 we will focus on further building instructional leadership through developing Assistant Principal capacity to lead and support staff across all Stages and make effective use of data to strategically plan for targeting school priorities. Assistant Principals will work shoulder-to-shoulder with the APCI and principal in developing instructional skills through engagement in Rachael Robertson 'Extreme Leadership Program', engagement in evidence-based teaching and learning pedagogy and leading in the Quality Teaching Rounds (QTR) initiative. The QTR program will be introduced in Term 2 2023 across the school (all teaching staff have volunteered to participate in the program following PL in Term 1). QTR teams will be led by the APCI and an Assistant Principal working alongside classroom (and non-class-based) teachers.

Planned collaborative Stage planning and learning opportunities alongside the APCI throughout 2022 have increased consistency in classroom delivery, collection and assessment of student tracking data using Progressions (PLAN2), and ongoing development of classroom practice. This has focused primarily on K-2 staff supporting the introduction of the new Curriculum Reform. There will be a shift in emphasis in 2023 with the APCI working more extensively with teachers in Years 3-6.

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
Improvement in the SEF Teaching Domain: Learning and Development Element, validated in 2022 as Excelling.	Whole staff consultation around this domain was conducted to gauge our progress and consequently make judgement against the SEF. This is a consultative and whole staff process we will continue to implement with other domains throughout 2023. Although some elements within the Learning and Development theme remain as Excelling, we believe there is work to be done and would classify ourselves within Sustaining and Growing. As highlighted below we have made improvement within some themes and have outlined future progress for 2023. ***Coaching and Mentoring:*** Staff at LHPS have implemented various programs to support new and existing staff members, beginning teachers and those seeking to maintain accreditation. This includes shoulder-to-shoulder APCI support for teachers across the school, focused on individual teacher need. A planned induction occurs to familiarise our staff with our school. Support from an experienced teacher/s, Assistant Principals and

Improvement in the SEF Teaching Domain: Learning and Development Element, validated in 2022 as Excelling.	APC&I is put into place. ***Collaborative practice and feedback:*** Reflecting on the year, there has been strong evidence of collaboration across and within the school, highlighting the need to make connections beyond and outside of the school in 2023. Stage planning days have remained a priority, teacher observations and immediate feedback from Principal, stage supervisor and APC&I has benefited our teachers greatly. The collection, robust analysis and discussion around data has remained a priority at the school, promoting and supporting strong collaboration and professional dialogue across and within stages. ***Professional Learning:*** LHPS staff are supported by a coordinated whole school approach to developing professional practice, where Professional Development Plans (PDPs) identify specific areas for growth at an individual, team and whole school level aligned with the SIP goals. Identified professional learning for individual staff, identified through the PDP process, will be targeted further in 2023 by the APC&I/executive team. In 2023 all staff will take part in a whole school approach to writing which will promote consistency in teaching and encourage proficient teachers to pursue high impact teaching strategies. ***Expertise and innovation:*** This area is identified as a focus for 2023 with a strong emphasis on the development of a formal evaluation process (Quality Teaching Rounds) to measure the impact of professional learning activities in order to build collective teacher efficacy and promote and implement the most effective strategies to improve student learning outcomes. We will continue to implement our existing innovative practices such as a Bundjalung Language Program (delivered by Uncle Elliot), Aboriginal dance and our ever-changing innovative STEM program. The exciting opportunities this year for our STEM AP to move into the DCO role will continue to see innovation rolling out across the school.
Improvement in the SEF Leading Domain: Educational Leadership element, self-assessed and validated in 2022 as Excelling in relation to 'Instructional Leadership'.	Whole staff consultation around this domain was conducted to gauge our progress and consequently make judgement against the SEF. This is a consultative and whole staff process we will continue to implement with other domains throughout 2023. There is evidence to support the judgement of 'Excelling' in relation to aspects of school leadership (High Expectations and Staff Deployment). The school remains focused on further developing aspects of school leadership, and has made an overall judgement against the SEF as 'Sustaining and Growing'. With the APC&I only commencing her practice in Term 3 2022 there hasn't been enough time to suggest a 'sustained' culture of effective middle leaders (role of the APC&I alongside the principal). The APC&I has engaged staff and AP's in curriculum reform PL, evidence-based teaching practices and ongoing improvement and focus on data highlighting the need for all students to make measurable learning progress. This work has also highlighted a need to develop our practices around supporting our high potential students and consequently a professional learning culture has been created to develop this work across the school. Whilst the school is currently judging itself as 'Sustaining and Growing', the work that the school is presently engaged in and developing outlines its commitment to achieve a judgment of 'Excelling'.

Purpose

To enhance student engagement and school attendance through the introduction of student-centred learning programs and the implementation of effective processes to support students and families with school attendance.

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.

- STEM Program
- Positive behaviour procedures and processes
- Attendance

Resources allocated to this strategic direction

Socio-economic background: $2,000.00
Integration funding support: $174,924.00
Low level adjustment for disability: $114,921.00
Aboriginal background: $92,361.72

Summary of progress

Overall student attendance rates have remained relatively stable from 2021 to 2022, despite a dip in Semester 1 2022 following two local flooding incidents. 2022 end of year attendance data shows student attendance rates >= DoE State and Network averages. This is an improvement on 2021 where attendance rates were above Network averages but below DoE State averages. Semester 2 2022 attendance rates for students attending at least 90% of the time exceed DoE State, Network and SSSG averages.

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
At least a 7 percentage points uplift from the baseline of students attending school at least 90% of the time.	Attendance rates for students attending school at least 90% of the time have improved when compared to DoE State, Network and SSSG from 2021 to 2022. In 2021 the per centage of students attending at least 90% of the time was below DoE State, Network and SSSG averages. In Semester 2 2022, attendance rates for students attending at least 90% of the time exceeded DoE State, Network and SSSG averages.
Levels of student engagement increase, evidenced through 'Tell Them from Me' student survey data: • At least 68% of students express that they experience a 'sense of belonging' to the school. • At least 68% of students respond positively to the' interest and motivation' aspect of the survey	Due to the floods, the school did not engage with the TTFM survey in Semester 1 2022. The lingering impact of the floods on students wellbeing was likely still being felt when students completed the TTFM survey in Semester 2, where students' 'sense of belonging' dipped by 12% from the end of 2021 to the end of 2022. A similar pattern is reflected across all aspects of the TTFM survey Trend Report. On deeper reflection with the PSL, the school executive determined that any link between increased student agency and the progress measures identified in the SIP was tenuous. In effect, it was possible for a student to experience increased agency without this necessarily impacting on student behaviour or on students' 'sense of belonging' or 'interest and motivation' as measured through the TTFM survey data. This is something that the executive team will further reflect on to ensure closer alignment between the goals outlined in the SIP and the progress measures used to gauge progress.

Funding sources	Impact achieved this year
Integration funding support $174,924.00	Integration funding support (IFS) allocations support eligible students at Lismore Heights 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:** • Positive behaviour procedures and processes **Overview of activities partially or fully funded with this targeted funding include:** • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • Effectively communicate with students, staff and families the school's PBL philosophy, which is built on the principles of equity. • Ensure consistency in the delivery of PBL practices across all classes. • Develop classroom/school-based systems to support staff and students in effectively supporting individual/cohorts of students on the basis of equity (for example, MAPA training, the appointment of SLSOs, engaging new Behaviour Specialists for PL). **The allocation of this funding has resulted in the following impact:** Anecdotal evidence suggests that there is some improvement in classroom practice to support student wellbeing (mindfulness, check-ins etc). **After evaluation, the next steps to support our students will be:** This is inconsistent and will remain a priority for the school.
Socio-economic background $97,454.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Lismore Heights 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:** • Triad Initiative - Analysing and utilising Data • Positive behaviour procedures and processes **Overview of activities partially or fully funded with this equity loading include:** • Professional development of staff through the implementation of collaborative planning, teaching and lesson evaluation practices to support student learning. • Whole school termly analysis of individual student tracking data, monitoring the progress of every student against age expected outcomes in reading and numeracy. • AP C&I supports the recording, analysing and use of student data to plan for explicit individualised, differentiated learning opportunities for all students. • Formative assessment is used flexibly and responsively as an integral part of classroom instruction. **The allocation of this funding has resulted in the following impact:** Termly analysis of whole school student tracking data demonstrates improved levels of consistency in teachers assessing and recording student progress, analysing and utilising student data, leading to ongoing improvements in student outcomes. **After evaluation, the next steps to support our students will be:** Formative assessment practices have been modelled and informed through K-2 Curriculum Reform by the APCI and is embedded within the K-2

Socio-economic background $97,454.00	classroom practices. This will be a focus for Years 3-6 over the coming year (2023).
Aboriginal background $92,361.72	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lismore Heights 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Attendance **Overview of activities partially or fully funded with this equity loading include:** • creation of school literacy resources embedding local language • An Aboriginal Community Support Officer has been appointed by the school to assist students and families where the children are experiencing challenges in getting to school regularly or on time. Additional SLSO employed to support students with learning and improve student engagement. **The allocation of this funding has resulted in the following impact:** Outcomes for Y3 Aboriginal students (NAPLAN) at Lismore Heights PS in Numeracy, Reading, Writing, Spelling and Grammar & Punctuation exceed SSSG and State averages for Aboriginal students. In Y5, Aboriginal students exceed SSSG and State in Grammar & Punctuation and Reading. **After evaluation, the next steps to support our students will be:** The school will continue to focus on closing the gap for Aboriginal students, both in terms of comparison with SSSG and State, and also in regard to attainment with non-Aboriginal students.
English language proficiency $6,702.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Lismore Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Triad Initiative - Analysing and utilising Data **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • Whole school termly analysis of individual student tracking data, monitoring the progress of every student against age expected outcomes in reading and numeracy. • A whole school approach to using the most effective evidenced based teaching practices to differentiate learning for all students is developed **The allocation of this funding has resulted in the following impact:** The outcomes for EALD students in Y3 exceeded State and SSSG averages (NAPLAN) in every discipline. In Y5, EALD students performed better than SSSG and State in Grammar & Punctuation. **After evaluation, the next steps to support our students will be:** Targeted support will continue to be offered to EALD students based on individual student need.
Low level adjustment for disability $145,242.00	Low level adjustment for disability equity loading provides support for students at Lismore Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment

Low level adjustment for disability $145,242.00	to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Triad Initiative - Analysing and utilising Data • Attendance **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 • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • Whole school termly analysis of individual student tracking data, monitoring the progress of every student against age expected outcomes in reading and numeracy. • Analysis of termly tracking data includes the identification of target students across all year groups. • AP C&I leads collaborative evaluation of assessment practices during termly Stage meetings, ensuring reliable formative and summative assessment tasks are used to analyse student progress and growth over time, and to report on student achievement. • A whole school approach to using the most effective evidenced based teaching practices to differentiate learning for all students is developed **The allocation of this funding has resulted in the following impact:** Termly analysis of whole school student tracking data which demonstrates improved levels of consistency in teachers assessing and recording student progress, analysing and utilising student data, leading to ongoing improvements in student outcomes. **After evaluation, the next steps to support our students will be:** An evidence-based approach to teaching differentiation of writing (Lyn Sharratt) with visible learning exemplars, learning intentions and success criteria will be introduced in 2023.
Location $1,520.00	The location funding allocation is provided to Lismore Heights Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Triad Initiative - Analysing and utilising Data **Overview of activities partially or fully funded with this operational funding include:** • Whole school termly analysis of individual student tracking data, monitoring the progress of every student against age expected outcomes in reading and numeracy. • Analysis of termly tracking data includes the identification of target students across all year groups. • AP C&I supports the recording, analysing and use of student data to plan for explicit individualised, differentiated learning opportunities for all students. **The allocation of this funding has resulted in the following impact:** Termly analysis of whole school student tracking data demonstrates improved levels of consistency in teachers assessing and recording student progress, analysing and utilising student data, leading to ongoing improvements in student outcomes. **After evaluation, the next steps to support our students will be:** Formative assessment practices have been modelled and informed through K-2 Curriculum Reform by the APCI and is embedded within the K-2 classroom practices. This will be a focus for Years 3-6 over the coming year

Location $1,520.00	(2023).
Professional learning $24,929.00	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 Lismore Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Increase student agency • Triad Initiative - Analysing and utilising Data **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** Termly analysis of whole school student tracking data which demonstrates improved levels of consistency in teachers assessing and recording student progress, analysing and utilising student data, leading to ongoing improvements in student outcomes. **After evaluation, the next steps to support our students will be:** Formative assessment practices have been modelled and informed through K-2 Curriculum Reform by the APCI and is embedded within the K-2 classroom practices. This will be a focus for Years 3-6 over the coming year (2023).
QTSS release $51,025.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lismore Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Increase student agency **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** Lesson observations and collaborative professional learning experiences (eg. AP C&I working shoulder-to-shoulder with teachers) identify high levels of student engagement with students able to articulate their individual learning goals, with teachers demonstrating capacity to provide effective feedback to students reflecting syllabus outcomes. **After evaluation, the next steps to support our students will be:** Through discussions with AP C&I and the Principal, students are able to communicate where they are in their learning and can explain what their current learning goal is.
COVID ILSP $123,506.00	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.

COVID ILSP $123,506.00	**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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy **The allocation of this funding has resulted in the following impact:** Student attainment in Year 3 exceeded State and SSSG averages for Reading, and above SSSG in Grammar & Punctuation and Numeracy. Student overall achievement in Year 3 in Writing and Spelling was below SSSG. The Top 2 Bands for Reading in Year 3 was above State and SSSG averages, and above State and SSSG in Numeracy. This reflects the school's initiative to differentiate and extend our high potential students. Student attainment in Year 5 reflects that we are above SSSG in all areas except for Writing, and above State in Grammar & Punctuation. In the Top 2 Bands, Year 5 student attainment was below State and SSSG averages, and above SSSG averages in Reading. **After evaluation, the next steps to support our students will be:** The areas of concern are being targeted through evidenced-based professional learning and programs such as, Soundwaves, Song of Sounds and a Phonics based approach to teach Reading and Spelling. A whole school approach has been identified to improve Writing from the evidence-based work of Lyn Sharratt, which includes learning intentions, success criteria and exemplars.
AP Curriculum & Instruction $150,571.00	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Increase student agency • Triad Initiative - Analysing and utilising Data • Triad Initiative - Feedback **Overview of activities partially or fully funded with this Staffing - Other funding include:** • AP C&I works alongside teachers in making effective use of tracking data to guide conversations with students around introducing and agreeing individual student learning goals. • Students' individual learning goals in reading, writing and numeracy are based on the learning progressions and are further informed by explicit feedback from teachers and peers. • Establish a learning culture that enables students to give and receive effective feedback against their individual learning goals. **The allocation of this funding has resulted in the following impact:** Into 2023 we will focus on further building instructional leadership through developing Assistant Principal capacity to lead and support staff across all Stages and make effective use of data to strategically plan for targeting school priorities. Assistant Principals will work shoulder-to-shoulder with the APCI and principal in developing instructional skills through engagement in Rachael Robertson 'Extreme Leadership Program', engagement in evidence-based teaching and learning pedagogy and leading in the Quality Teaching Rounds (QTR) initiative. The QTR program will be introduced in Term 2 2023 across the school (all teaching staff have volunteered to participate in the program following PL in Term 1). QTR teams will be led by

AP Curriculum & Instruction $150,571.00	the APCI and an Assistant Principal working alongside classroom (and non-class-based) teachers. **After evaluation, the next steps to support our students will be:** Planned collaborative Stage planning and learning opportunities alongside the APCI throughout 2022 have increased consistency in classroom delivery, collection and assessment of student tracking data using Progressions (PLAN2), and ongoing development of classroom practice. This has focused primarily on K-2 staff supporting the introduction of the new Curriculum Reform. There will be a shift in emphasis in 2023 with the APCI working more extensively with teachers in Years 3-6.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	131	140	141	128
Girls	109	108	113	103

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.2	85.8	90.1	86.4
1	90.3	86.4	89.2	84.8
2	92.4	77.6	91.6	83.1
3	92.2	82.2	88.1	88.8
4	90.7	79.4	91.1	81.3
5	93.3	75.5	86.8	84.0
6	92.6	82.2	89.1	80.3
All Years	92.1	81.5	89.5	84.1
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

The advent of two major floods in Lismore in 2022 had a significant impact on student attendance. Many students/families living within the flood zone were displaced as a result of the floods, with delays to repairs and shortage of alternative housing in the area compounding the issue.

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)	5
Classroom Teacher(s)	9.52
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	5.52

*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	252,950
Revenue	3,680,466
Appropriation	3,627,444
Sale of Goods and Services	-1,724
Grants and contributions	52,912
Investment income	1,834
Expenses	-3,550,622
Employee related	-3,302,603
Operating expenses	-248,019
Surplus / deficit for the year	129,844
Closing Balance	382,794

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	263,682
Equity Total	341,760
Equity - Aboriginal	92,362
Equity - Socio-economic	97,454
Equity - Language	6,702
Equity - Disability	145,243
Base Total	2,524,328
Base - Per Capita	68,309
Base - Location	1,520
Base - Other	2,454,498
Other Total	303,356
Grand Total	3,433,126

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 satisfaction:

Students in Years 4, 5 and 6 completed the Tell Them From Me survey in 2022.

82% of students responded that they either agreed or strongly agreed with the statement 'My teacher talks to me about my learning'.

74% of students responded that they either agreed or strongly agreed with the statement 'I know what my learning goals are'.

84% of respondents advised that student behaviour at the school is positive (above the NSW Govt Norm).

The percentage of students who felt a sense of belonging at the school fell by 12%. This is likely impacted by the number of students affected by, and displaced, during the 2022 floods.

Staff satisfaction:

Staff were surveyed through the People Matter survey in 2022. Staff recorded an increase in all aspects of the survey with satisfaction levels being higher than, or equal to, the NSW Govt Norms in all areas.

Staff recorded a satisfaction level of 8.5 in relation to the school being inclusive. This is a 0.5 increase and places the school above the NSW Govt Norm.

Data Informs Practice received a rating of 8.3. This is an increase 1.0 and places the school 0.5 above the NSW Govt Norm.

Staff survey relating to 'Collaboration' improved its rating by 1.4. This was the largest area of growth, bringing the school's overall rating in this area in line with the NSW Govt Norm.

'Parent Involvement' also increased by 0.8, a rating that is 0.6 above the NSW Govt Norm.

Parent satisfaction:

Parents completed the Tell Them From Me survey in 2022. There were 18 parents who provided feedback. In addition, the school asked parents to complete a survey during a school production. This second survey received responses from over 70 parents.

Parents advised that there was a 0.6 rating increase in relation to the statement 'Parents Feel Welcome'.

In relation to the school supporting positive behaviour, parents' rating improved by 1.1.

Parents' rating for 'School Support Learning' also increased by 1.0.

In regards to the school-based survey, 94% of respondents advised that they feel welcome at the school.

84% agreed that the school provides useful feedback on students' progress.

And 93% stated that they feel they can talk to their child's teacher about any concerns.

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.