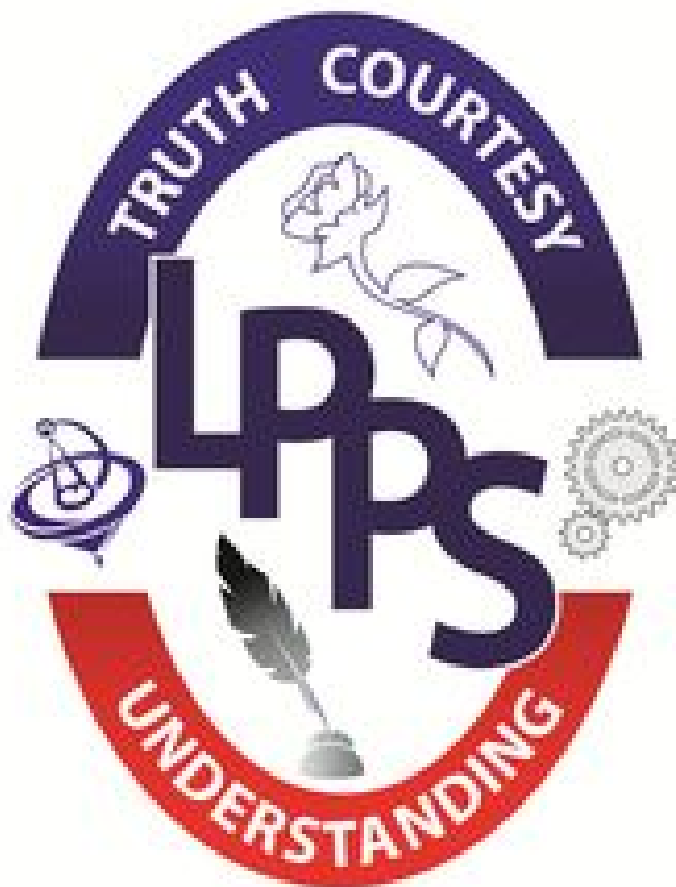


2022 Annual Report

Lalor Park Public School



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Introduction

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

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

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School vision

'Nurturing a community of visible learners and empowering them to strive for continuous growth'

To foster an inclusive, safe and nurturing learning environment that acknowledges and engages the diverse needs of our educators, students and community. So that every student has the foundational knowledge and skills to become lifelong learners and empowered individuals. All stakeholders engaging in effective communication and setting of shared and common goals for the improvement of student learning outcomes. As a school we endorse the importance of celebrating our successes and using critical reflection for continuous growth and attainment across the whole school. All stakeholders have high expectations and use differentiated approaches for teaching and learning by being collaborative practitioners and positive role models for all those they encounter.

School context

Lalor Park Public School lies in the heart of Lalor Park. We are a comprehensive P-6 school, catering for the needs of students in their journey from the early years in Preschool and throughout their primary education. We cater for the diverse needs of our students by offering inclusive education classes for students with Autism and other disabilities, alongside 7 mainstream classes, all addressing the K-6 syllabus. A team of 8 specialist educators from LPPS support students who are Deaf, deaf and hard of hearing and a Learning and Support Assistant Principal to build the capacity of educators to meet the individual needs through differentiated teaching and learning programs. This additional support ensures that students from LPPS and beyond are supported and assists us to build the team around the child in partnership with parents and carers.

Data Analysis and Consultation:

- A variety of data sets both internal and external are used to inform and provide evidence based decisions for school planning.
- Our school community is provided with the opportunity to provide feedback and guidance for planning for the school.
- Educators engaged with the school planning process on a regular basis and have access to a transparent decision-making approach from the school leadership team.
- Aboriginal Education Consultation Group (AECG) and regional Aboriginal Education team worked collaboratively with the school to reflect on policy implementation and 'Turning Policy into Action' to drive the individual goal development of students and school improvement to embed Aboriginal Culture and Education into daily practices.
- Students were involved in consultation through student voice meetings to outline their needs and school planning.

After these extensive evaluative practices and processes through the Situational Analysis, it was determined the following three areas would form the focus of the 2021-2024 School Improvement Plan.

Growth and Attainment

Growth and Attainment is underpinned by building teacher capacity through professional learning, to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so learning is maximised for all. To ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery and tiered interventions to support students accessing differentiated teaching and learning programs that are reflective of their needs.

Well-being and Connectedness

Well-being and Connectedness will support school leaders to actively engage in building the school by working in partnership with local community networks and through regular opportunities to address the school. By establishing a school wide focus on the importance of forming partnerships with all significant stakeholders to have a positive impact on students growth and attainment.

Professional Efficacy

Professional Efficacy will support educators to deepen their pedagogical expertise to ensure teaching and learning has a positive impact on student outcomes, strengthening interpersonal skills and management skills. Educational leaders will use evidence based high-impact teaching strategies and practices as essential aspects of a comprehensive pedagogical model in all classrooms. This is achieved through continuing professional learning and collaborative practice to sustain authenticity and quality and consistency to improve student learning.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all educators will use data to understand the learning needs of individual students and inform personalised learning that is differentiated in all teaching and learning programs and Learning Intentions.

Initiatives

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

- Data skills and use
- Personalised learning

Resources allocated to this strategic direction

QTSS release: \$45,163.00

AP Curriculum & Instruction: \$112,927.75

Integration funding support: \$49,232.00

Refugee Student Support: \$687.68

Aboriginal background: \$27,693.17

Low level adjustment for disability: \$82,692.66

Socio-economic background: \$11,492.00

Summary of progress

In 2022, our focus was on the use of highly effective teaching practices to improve reading and numeracy. Educators assisted students to understand the purpose and intention of each component of the teaching and learning cycle including ensure students' voice is represented when developing their learning goals. Teaching and Learning programs reflect the progression of knowledge and skills attained to measure student growth and success. Curriculum provisions have been a focus to support individual students access the content, product or environment to meet their needs, with appropriate adjustments. Students are able to articulate the What How and When of the process. Students were again supported to have greater access to the teacher with the school ensuring smaller class sizes and greater access to Learning and Support Officers to support individuals with consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Data collection and use is embedded in daily practice and as a result, teaching and learning programs are adapted to reflect this change. Continuous professional guidance is provided to ensure all educators are meeting minimal standards in accordance with NESA and DoE requirement, through curriculum and policy monitoring. During 2023 the school will continue to implement and develop whole school process to effectively address the use of data and build the capacity of educators' data literacy skills to support student growth. Analysis of the school's internal data and external data sources have revealed a greater consistency in both the tracking of student performance using the progressions and the evidence to support report gradings. Consistency of data collection needs to continue to be a priority, particularly with staffing changes.

With the commencement of the new K-2 Mathematics and English Syllabus throughout 2023, the school will have the opportunity to engage in professional learning that is reflective of our school focuses in effective teaching of fundamental numeracy skills, automaticity in recall of number facts and mathematical reasoning.

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
In accordance to the system negotiated targets LPPS will: <ul style="list-style-type: none">• Increase of 9.3% achieving Top 2 Bands in NAPLAN Reading.	In 2022, 21% of students achieved in the top two bands in NAPLAN Reading indicating progress towards the lower-bound target, and ongoing in the delivery of the curriculum.
In accordance to the system negotiated	In 2022, 6% of students achieved in the top two bands in NAPLAN

<p>targets LPPS will:</p> <ul style="list-style-type: none"> • Increase of 8.8% achieving Top 2 Bands in NAPLAN Numeracy. 	<p>numeracy, with a focus on whole school assessment. to support ongoing improvement in Numeracy.</p>
<p>Baseline: 49.60%</p> <p>Increase of 8.5% of students achieving at or above expected growth in NAPLAN Reading by 2022.</p> <p>Achieve the Expected Growth in Reading uplift of 13.8% by 2024</p> <p>Progress Measure 2022</p> <p>>8.5% from baseline</p> <p>100% of 2022 measure</p> <p>58.1% of students achieving expected growth or above</p> <p>Baseline: 59.40%</p>	<p>Due to data not being available for comparison due to non- delivery of NAPLAN in 2019, we were unable to provide evidence of growth in this area. However, as a school we used the evidence of learning and progress from school summative and formative assessments.</p>
<p>An increased proportion of Aboriginal students achieving at or above expected outcomes in reading and numeracy as tracked on the sub-elements of Understanding</p> <p>Text and Quantifying Numbers on the progressions by 2024.</p> <p>Progress Measure 2022</p> <p>A greater proportion of Aboriginal Students than the 2021 results achieving expected levels in the Quantifying Numbers sub-element of the numeracy progressions A greater proportion of Aboriginal Students than the 2021 results achieving expected levels in the Understanding Text sub-element of the literacy progressions</p>	<p>An increased proportion of Aboriginal and Torres Strait Islanders students achieved expected grade outcomes the understanding text sub element of the progressions, however the school has identified a need to focus on number skills to replicate this result in Quantifying Numbers and Numeracy.</p>
<p>Increase of 4.3% of students achieving at or above expected growth in NAPLAN Numeracy by 2022.</p> <p>Achieve the Expected Growth in Numeracy uplift of 9.5% by 2024</p> <p>Progress Measure 2022</p> <p>>4.3% from baseline</p> <p>100% of 2022 measure</p>	<p>Due to data not being available for comparison due to non- delivery of NAPLAN in 2019, we were unable to provide evidence of growth in this area. However, as a school we used the evidence of learning and progress from school summative and formative assessments for Numeracy and Number Skills. .</p>
<p>An increase of 13.46% of K-2 students achieving expected outcomes in reading as tracked by reading levels and the 'Understanding Text' element of the National</p> <p>Literacy Progressions by 2024.</p> <p>An increase of 15.9 % of 3-6 students</p>	<p>Students in K-2 demonstrated a growth of 11% from the baseline and achieving the scaled progress measure for 2022, in the area of Understanding Text from the Literacy Progression.</p> <p>With improved consistency in the collection and triangulation of data, against internal and external measures students in years 3-6 are maintaining at previous levels and are working towards achieving the suggested targets in 2023.</p>

<p>achieving expected outcomes in reading as tracked by PAT-R norms and the 'Understanding Text' sub-element of the National Literacy Progressions by 2024.</p> <p>Progress Measure 2022</p> <p>> 10.9% from baseline</p> <p>100% of 2022 measure</p> <p>55.14% of students achieving expected results</p>	
<p>An increase of 9% of K-2 students achieving expected outcomes in numeracy as tracked by the 'Quantifying Numbers' sub-element of the National Literacy Progressions.</p> <p>An increase of 8.02% of 3-6 students achieving expected outcomes in numeracy as tracked by PAT-M standardised norms and the 'Quantifying Numbers' sub-element of the National Literacy Progressions.</p> <p>Progress Measure 2022</p> <p>100% of 2022 measure</p>	<p>Data indicates, over a three-year trajectory student have demonstrated growth tracked against Quantifying Number this is evident in the year 2 cohort, however fluctuating results in kindergarten has seen the school focus on teaching and learning in the area. The data of students in years 3-6 indicates disruption to the consistency in the delivery of the curriculum, resulting in the school using additional resources to support student growth and teacher development in this area.</p>
<p>An increase of EAL/D students 25% achieving a year's growth or greater based on evidence on the EAL/D Learning Phases by 2024.</p> <p>Progress Measure 2022> 12.5% of students achieving a year's growth or greater.</p>	<p>School data shows that EALD students collectively are demonstrating improvements and making progress and is consistent with progress and achievement on internal assessments.</p>

Strategic Direction 2: Wellbeing and Connectedness

Purpose

To ensure as a school, there is a strategic and planned approach to developing the whole school's wellbeing that will support our students being connected to their learning, encourage them to succeed through the partnership between the school and their home and they can thrive to improve their learning.

Initiatives

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

- Engagement
- Learning Partnership

Resources allocated to this strategic direction

Socio-economic background: \$193,915.00

English language proficiency: \$35,543.00

Summary of progress

As a school we have used a variety of strategies to promote well-being and connectedness. Educators use a wide variety of strategies to promote positive relationships with students, parents and staff to facilitate the learning process and minimise negative behaviours.

For example, classrooms and other learning spaces have intentionally been reviewed and are more conducive to learning and support the wellbeing of all students. Educators support students' emotional regulation by engaging them with the Life Skills Go-Weather App. to identify their feelings and encourage them to be empathetic to others in their learning space. Students have also engaged in Life Skills - face to face learning modules to teach them strategies for how to recognise and regulate their emotions in order to develop their social and emotional wellbeing, this supports them in accessing their learning in a positive way. Educators have established classroom routines, with the use of more consistent cues, to assign students roles that foster behaviours that complement the learning taking place. All classrooms have classroom expectations that are framed in-line with the universal Positive Behaviour for Learning Framework to help students stay on task or remain engaged during class lessons.

An increased proportion of Educators are using physical activities or routines to stimulate learning or interest. For example, "kinesthetic learning" refers to the use of physical motions and activities during the learning process. Instead of asking students to answer questions aloud, a teacher might ask students to walk up to the chalkboard and answer the question verbally while also writing the answer on the board. In addition, we offer all students the opportunity to join the free breakfast program, to support students and families to meet basic needs prior to the commencement of learning, increasing student engagement.

All staff have employed a variety of strategies to stimulate engagement through social interaction, on all levels. For example, staff and students work collaboratively on projects, academic content from the syllabus and inviting the community to offer feedback and guidance on school financial spending to improve teaching and learning including improving aspects of the school environment including the "Gardens, improved played spaces. and classroom structures.

As a school we have taken active steps to support our families and students from diverse cultural backgrounds to feel supported by offering interpreters and information in other languages other than English. Community partnerships have been developed with six of our local preschools, three of our local Inclusive Units and especially, our engagement with the Smith Family, who provided "Learning for Life Scholarships" which will support our families beyond primary school.

Learning Partnerships within the school are a key focus on student growth and attainment across the P-6 setting through inclusive practices, to ensure all students needs are met and address the overall Key Learning Areas. All staff work across three key domains within the school setting following a Three-Tiered Model at universal, targeted and intensive level for the management of our academic, social-emotional and behavioural requirements. This is all underpinned by the "What Works Best" evidenced-based research.

Review meetings throughout 2022 were conducted in person. The focus of all meetings was about improving student outcomes or adjusting goals as required, after discussions with parents/carers. The school offered after hours support to families via the school mobile, to ensure those who needed assistance could speak with the principal, ask questions and be given guidance, should it be needed. Our Learning and Support staff ensure all students identified as needing additional support and adjustments can access the curriculum at their level of ability. Preschool children are provided

with a play-based curriculum and relevant frameworks, ensuring continuity of learning for all students from P-6. The Itinerant Support Teacher Hearing (ISTH) team continues to support mainstream Deaf and Hard of Hearing students in their own schools. The ISTH interact with their students, providing captioning of videos and YouTube clips, if necessary, and they scaffold work assigned by classroom teachers and discuss work to encourage consistent engagement and provide well-being support.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. Staff engaged in data conversations and future directions for the school is to have ongoing implementation and development in this area to support future directions. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Educators, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Uplift trend for the target "Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School" to sit above the lower bound system negotiated target.	Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.
In accordance with the system negotiated targets LPPS will achieve an uplift of 4.7% for attendance.	Based on the roll review audit LPPS has achieved the targets in 2022, as a school we will continue to use critical reflections to support all stakeholders to analyse and to use this data to inform future management and planning to maintain and improve attendance rates for all students, including those at risk.
Tell Them from Me well-being data (advocacy, belonging, expectations) increases to be above the system-negotiated baseline of > than 90% for all students participating in the survey.	Students in years 4-6 have all actively participated in the TTFM surveys and we have seen a 4% increase in students' sense of belonging, ability to meet the school expectations and have advocacy over their goals across all learning and social events in the school.
<i>School Excellence Framework assessment indicates improvement in (SEF) theme: parent engagement (reporting) from Delivering (D) to Sustaining and Growing (S&G) with 50% increase to the previous year of parent sessions being delivered and attended at the school .</i>	At LPPS parents are presented with clear information relating to how their children are learning and how to support their child's progress. This is achieved through a variety of processing, including parent teacher information sessions, Personalised Learning Meetings, Parent Consultation Meetings, Newsletters and informal conversations.
<i>School Excellence Framework assessment indicates improvement in SEF theme: Community Engagement (Educational Leadership) from Sustaining and Growing (S&G) to Excelling (E) with a 50% increase in visible links to the community.</i>	LPPS have actively developed active partnerships with a number of organisations, including partnerships with our local pre-school, Pre-school Leadership Committee, Smith Family, St Clements Church, Special Education Networks with 3 of our local schools with inclusive units. and Eat It Up/Foodbank. As a school we encourage feedback on all levels and use this feedback to shape future planning and directions.
School Excellence Framework assessment indicates improvement in attendance from delivering to sustaining and growing	As a school we are working towards Sustaining and Growing for our attendance processes and systems, we acknowledge the changes to how some medical conditions were systematically changed for the safety of all stakeholders. This has impacted on our progress in this area. However, as a school we have maintained a focus on whole school and personalised attendance approaches to support improvement for all students.

Strategic Direction 3: Professional Efficacy

Purpose

To build a team model of instructional leadership in the school led by the principal and school leadership by setting high expectations resulting in a sustained and measurable whole school improvement and parent satisfaction that is supported by evidence based practice.

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.

- Evidence Based Practices
- High Impact Leadership

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$67,756.87

Professional learning: \$20,000.00

Summary of progress

All educators, at LPPS are focused on building a relationship with all students and understanding their areas of strength and areas for improvement, this has been supported with an ongoing focus on data driven decision making to form future directions in learning and what adjustments may be needed. The executive team have engaged in individual and whole school collaboration relating to programming and the needs to support teachers in the development of personalised learning plans., this has been achieved in a layered approach of mentoring, explicit instruction and professional development.

Using evidence-based research from 'What Works Best', we engaged in collaborative programming groups to support our learning in the four Key learning Areas of History/Geography, Creative Arts, PDHPE and Science. Educators engaged in unit development in these four areas. Future directions include evaluating and adjusting these programs after using them across a two-year learning cycle. Preschool engaged in all four Key Learning Areas using play-based pedagogical practices to engage students. The school leadership team guided staff in making sure differentiation of lessons occurred in their unit development to ensure students could access the curriculum at their level of ability and gain success.

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. As a school we have developed processes to collaboratively review teaching practices to affirm quality and to challenge and address under performance. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. All stakeholders understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

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
School Excellence Framework assessment indicates improvement in SEF theme: Performance Management and Development (Educational Leadership) from Delivering (D) to Sustaining and Growing (S&G). Leadership team is able undertake termly performance check-ins with their	As a school the educators in all areas have systematically worked on improving their practice. In 2022, all School Learning and Support Officers engaged in purposeful professional learning that supported their growth and overall performance when assisting in the delivery of teaching and learning programs and student behaviour supports under the guidance of the Learning and Support Team.

<p>team to identify needs of the staff in meeting the requirements of the DoE and NESA to improve learning outcomes of the students. and embed systems and processes which supports collaborative performance development.</p>	
<p>Increased proportion of teachers achieving at or above highly accomplished across the Australian professional Standards for teachers in the areas of Professional Knowledge, Professional Practices and Professional Engagement.</p> <p>All teachers engage with ASTIL self reflection tool to support and drive their professional growth towards Highly Accomplished.</p>	<p>All teachers have participated in self-reflection activities on their performance with the principal and stage supervisors. In 2022 and continuing into 2023 aspiring leader programs will be monitored using the ASTIL self-reflection and school leadership institute to support the school's succession planning. Educators are demonstrating greater capacity to identify strengths and gaps, to improve student learning outcomes. The school continues to monitor the accreditation status of all teachers and engages them in conversation about pursuing higher levels of accreditation.</p>
<p>School Excellence Framework assessment indicates improvement in SEF theme: Expertise and Innovation (Learning and Development) from Sustaining and Growing (S&G) to Excelling (E).</p> <p>The leadership team aspiring leaders uses performance management and PDP data to identify expertise and needs of educators to build a culture to embed high impact professional learning and a community of colleagues. professional learning community and . Educators demonstrate the ability to trial innovative or evidence-based, future-focused practices.</p>	<p>Educators are engaging in new curriculum reforms to support the learning and development of our students, staff and the community.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: The targeted student was able to have the support of an SLSO for 15 minutes per day to access a sight word program to increase language development.</p> <p>After evaluation, the next steps to support our students will be: To continue ongoing support for the student through explicit teaching using modelled, guided and independent activities to support language development and growth.</p>
<p>Integration funding support</p> <p>\$49,232.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lalor Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Teachers were supported with their own professional learning needs to ensure programs were differentiated to cater to the diverse needs of the students and individualised plans were continuously implemented. This subsequently impacted on student learning as additional support was offered by the teacher and SLSOs, in consultation with the APC&I and Learning Support Team. Integration funding was used effectively to support the students.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students with differentiated programs and targeted intervention programs. By adapting professional learning needs to suit the changing cohort and diversity within the classes, teachers will continue to support the individual learning needs of the students.</p>
<p>Socio-economic background</p> <p>\$224,907.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lalor Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning • Engagement • Other funded activities

<p>Socio-economic background</p> <p>\$224,907.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: As the socio-economic funding is used to meet the additional learning needs of students, the school provides educational materials, uniforms, equipment, subsidised incursions/excursions and other items, so that the students can have a sense of pride and belonging and access all learning and school activities on the same basis as their peers.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support for families where needed, so that equitable engagement in learning and activities can continue across the school environment.</p>
<p>Aboriginal background</p> <p>\$27,693.17</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lalor Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: By consulting with family members and the students through meetings and parent/teacher consultation, teachers were able to gain a deeper understanding of the student's cultural goals and work collaboratively to achieve them. Allocation of SLSOs to support literacy and numeracy for our First Nations students impacted positively on their learning goals as targeted intervention and differentiated programs increased their skills in this area. Consultation with local Aboriginal Elders allowed meaningful and effective learning to take place. Teachers have been able to access professional learning to educate themselves on Aboriginal education, allowing more authentic learning opportunities and experiences to be embedded into programs to support all students.</p> <p>After evaluation, the next steps to support our students will be: Continue to follow the PLP processes, including close consultation with family members in regard to their child's educational needs and cultural goals. Time allocation for parent consultation meetings will ensure discussions are adequate and offer parents and students the opportunity to voice their goals and learning needs. Staff will continue to make connections with local Elders and community members to embed Aboriginal perspectives across all Key Learning Areas.</p>
<p>English language proficiency</p> <p>\$35,543.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lalor Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement

<p>English language proficiency</p> <p>\$35,543.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Students who identify as EAL/D were provided with additional one to one support and small group interventions so that their understanding of English proficiency could develop and grow through strategic, differentiated programs, aimed at increasing student knowledge and understanding.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support and monitoring of students to ensure their knowledge and understanding of the English language continues to grow and develop.</p>
<p>Low level adjustment for disability</p> <p>\$82,692.66</p>	<p>Low level adjustment for disability equity loading provides support for students at Lalor Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Evidence of differentiation is present in programs. This was effectively managed within a reviewed timeframe, as it was complex to implement this on a five-weekly cycle. Moving to a ten-week cycle to allow a greater sample size for the data and more time to monitor and evaluate student progress.</p> <p>After evaluation, the next steps to support our students will be: After ongoing reviews the future direction for 2023 is to continue to support students through evidence-based learning and support measures, NCCD and Trauma Informed Practices.</p>
<p>Professional learning</p> <p>\$30,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lalor Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Practices • High Impact Leadership • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Backwards mapping is occurring in curriculum-based teams for PDHPE, Science, History/Geography and CAPA. English and Mathematics had been stalled; however, we included professional learning on backward mapping into our schedule, explicit for the new K-2 English and Mathematics syllabus, in line with curriculum reform familiarisation.</p> <p>After evaluation, the next steps to support our students will be:</p>

Professional learning \$30,000.00	Educators P-6 are confidently engaging with the new syllabus and will engage in a whole school trial of some of the pedagogical practices to support student engagement.
QTSS release \$45,163.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lalor Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: QTSS funding has allowed the Executive team to work closely with the school staff to ensure processes are followed and teaching and learning programs are maintained at a high standard. Through programming conversations and data talks, supervisors and APC&I have guided teachers to reflect on student data and use this effectively to guide student learning and to support individualised learning goals.</p> <p>After evaluation, the next steps to support our students will be: Educators will continue to be supported by the leadership team to review data, make consistent teacher judgements to support programming, are reviewing data to guide their programming and use of data to guide practice. With a focus in 2023, we are working towards achieving greater consistency between internal and external data.</p>
COVID ILSP \$151,723.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Targeted students demonstrated an increased engagement in literacy and numeracy activities within their classrooms. 61.54% of students demonstrated growth as tracked against phonological awareness on the Literacy Progressions. 66.66% of students demonstrated growth as tracked against additive strategies on the Numeracy Learning Progressions Participating teachers have demonstrated an increased capacity to track student learning progress using the Literacy and Numeracy Learning Progression. This is particularly evident as staff engaged in areas of the progressions that have not been explored to the same depth. The program further supported the school wide teaching and learning cycle and data collection procedures.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Data collected through the program as well as school wide assessment procedures</p>

<p>COVID ILSP</p> <p>\$151,723.00</p>	<p>indicate that numeracy requires an increased focus. Particularly the development of student's knowledge of basic number facts in the middle years. Observations within targeted groups and whole class lessons have shown for many students the demand of calculating basic facts increases cognitive load leading to avoidable errors.</p>
<p>Per capita</p> <p>\$44,500.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lalor Park Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Support the employment of additional staffing to support whole school delivery of teaching and learning programs <p>The allocation of this funding has resulted in the following impact: The funds were used to support the school to employ additional School Learning and Support Officers, to support the delivery of interventions for students identified as needing assistance through learning and support.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to be supported in class in 2023 to assist in the transition of skills across all Key Learning Areas.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,684.62</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use • Personalised learning • Evidence Based Practices <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Literacy & numeracy differentiation & intervention embedded in whole school practices provided through social- economic background equity loading. Above entitlement stage-based teaching & SLSO educators led by Instructional Leadership Team, in collaboration with aspiring leaders, to develop literacy & numeracy face-to- face in-class differentiation & intervention timetable based on student needs analysis. <p>The allocation of this funding has resulted in the following impact: School-wide programming processes have been refined to ensure NESA requirements are effectively addressed. The backwards mapping process has been implemented through collaborative programming groups. School-wide assessment procedures have been further refined to balance internal and external measures. Consistency of teacher judgement in regards to student learning progress has been improved. Teachers have been supported to ensure data is effectively used to plan teaching and learning experiences and inform differentiation.</p> <p>After evaluation, the next steps to support our students will be: Guiding the effective implementation of the new K-2 Mathematics and English syllabus including consistency of assessment procedures. Preparing for the implementation of the new 3-6 Mathematics and English Syllabus for all staff. As well as, engaging and preparing staff for the remaining curriculum reform.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	75	79	78	73
Girls	68	71	72	86

Student attendance profile

School				
Year	2019	2020	2021	2022
K	85.4	78.0	86.6	79.9
1	86.7	73.1	87.8	75.4
2	86.3	78.7	83.1	73.1
3	95.9	77.4	86.4	78.6
4	89.6	85.5	88.0	81.8
5	89.9	72.2	90.5	77.5
6	89.1	82.3	88.6	81.5
All Years	88.6	78.0	87.2	78.3
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)	6.2
Classroom Teacher(s)	16.49
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	8.22

*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	92,045
Revenue	4,985,205
Appropriation	4,933,177
Sale of Goods and Services	21,393
Grants and contributions	29,711
Investment income	824
Other revenue	100
Expenses	-4,649,176
Employee related	-4,353,155
Operating expenses	-296,021
Surplus / deficit for the year	336,029
Closing Balance	428,074

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	49,920
Equity Total	385,974
Equity - Aboriginal	27,693
Equity - Socio-economic	240,044
Equity - Language	35,543
Equity - Disability	82,693
Base Total	2,357,885
Base - Per Capita	47,984
Base - Location	0
Base - Other	2,309,902
Other Total	1,791,384
Grand Total	4,585,163

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents and community have been active in the implementation of the 2022 school plan through the parent consultation group and have provided future direction for 2023 that include increasing the number of school volunteers and opportunities for parents to be involved in school activities.

From the Tell Them for Me in 2022 has seen an increase of students feeling a greater sense of belonging and positive relationships across the school of 9%. Students have noted that since returning from Learning from Home school has been a place to connect with staff and students in a positive way.

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.