

2022 Annual Report

Lurnea Public School



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Introduction

The Annual Report for 2022 is provided to the community of Lurnea 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 Lurnea Public School, we are deeply committed to providing excellence in teaching and learning for all students, especially in Literacy and Numeracy in an inclusive and collaborative learning environment. We nurture the development of confident and creative individuals, active and informed citizens and successful lifelong learners with high levels of self-efficacy. We make careful decisions to provide learning equity for every student to ensure their individual learning potential is being achieved. Teachers, community and students work in partnership to ensure every student is known, valued and cared for.

School context

Lurnea Public School has a student enrolment of 440 students ranging from Preschool to Year 6 from diverse social and cultural backgrounds, including 37 Aboriginal students. 71% of students come from a language background other than English.

Our Preschool provides a unique opportunity to ensure the wellbeing of each child. We achieve this by using our service philosophy to guide our practices and inform the important transition from Preschool to Kindergarten. We believe that all stakeholders, including children, their families, staff and wider community, deserve to be treated with dignity and respect. High quality early learning experiences, especially in Literacy and Numeracy, enable us to capture quality information to guide early intervention strategies and provide evidence based prior to school curriculum.

The school benefits from the opportunity of having a Support Unit to cater for students with additional learning needs. The Support Unit provides a service to students with intellectual disabilities, Autism and a range of other learning needs.

The school has a proud tradition of teaching children to be safe and respectful learners in a positive environment. Lurnea Public School has a strong commitment to Aboriginal Education and ensures that teaching and learning programs have an Aboriginal perspective.

Lurnea Public School has a highly effective and strategic partnership with our Community of Schools to deliver outstanding professional learning and innovative classroom practice.

Through our extensive situational analysis, where we maintained a narrow and deep lens constantly focused on the learner, we identified the need for a continued emphasis on embedding equitable teaching excellence, particularly in Reading and Numeracy. Through deep and critical reflection, we identified data driven teaching and learning as one of the key components of maintaining continuous learning improvement for all students. Our focus will be on sustaining and improving whole school processes for collecting and analysing student data to inform teaching and learning programs with the goal of embedding evidence informed teaching strategies for every student in every classroom.

Using the What Works Best 2020 update as a guide, we identified our current collaborative and professional learning rhythms as being another key driver in ensuring teaching and learning excellence for all. We will use these routines to refine and build on our whole school wellbeing practices to ensure all students have a meaningful sense of engagement and belonging.

Through ongoing consultation with the school community, it became evident that a focus on community partnerships was important. We identified a need to grow our current forms of communication from information sharing to learning partnerships. This focus will be driven by a commitment to ensuring our school community has the opportunity to celebrate learning success and achievement in real time. We will provide clear pathways for community connections to share aspirations, goals, ambitions and hopes for the future.

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	Excelling
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

Using equity of access to quality teaching excellence in reading and numeracy as a driver, along with high quality data driven professional learning, we will identify the learning entry points for every student to ensure their individual learning potential is being achieved.

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 driven teaching and learning
- Professional learning models

Resources allocated to this strategic direction

Socio-economic background: \$114,922.00

AP Curriculum & Instruction: \$843,196.00

Professional learning: \$36,000.00

Literacy and numeracy: \$7,020.95

Summary of progress

The school focus for Strategic Direction 1 in 2022 was to explore aspects of the new K - 2 English and mathematics syllabuses to identify and plan for changes required for effective curriculum implementation. The Senior Executive facilitated professional learning aimed to build capability of Assistant Principals to effectively 'Engage' with new curriculum and lead this process with their stage teams. Building the capability of middle leadership to lead rigorous reading and numeracy data analysis remained a focus throughout 2022. The teaching and learning cycle continued to be at the forefront of all data conversations to ensure precise and deliberate curriculum based decisions were made to improve student outcomes.

In the initiative of data driven teaching and learning, Senior Executive led the analysis of all current data sources available to staff, including external and internal sources to identify focus areas for reading. To enhance reading instruction and assessment of reading across the school, Assistant Principal, Curriculum and Instruction (AP C&I) and Assistant Principals K - 2 completed the DoE Lead Learner Series 'Assessment of Reading' to further develop their knowledge and practice in the area of reading. The professional learning provided an opportunity to engage in the Learn, Do, Reflect cycle of inquiry targeting the identified area of focus in reading, as well as develop a plan outlining next steps in building the capability of all staff. Throughout the year, AP C&I and K - 2 Assistant Principals contextualised professional learning for all staff and this was embedded in the Whole School Residential program and stage based Collaboration Time. All teachers participated in high impact professional learning that aimed to build understanding of current research and evidence-based teaching and assessment strategies for reading improvement. Teachers explored ways to form an accurate picture of what a student can do through nuanced and targeted assessment strategies and purposeful decision making throughout the teaching and learning cycle. All staff have utilised The National Literacy Learning Progressions to identify reading behaviours and enter data in PLAN2. In addition, they have accessed DoE Universal Supports available, including reading assessment tools and evidence-based teaching strategies, with the Phonics Diagnostic Assessment being most frequently accessed. Furthermore, teachers expressed through exit slips, surveys and Collaboration Time meeting agendas that they are confident to analyse data to determine "Where are my students now?" and "What do I want my students to learn?". An area of improvement that has been identified is selecting and designing effective activities that will help students reach their individual learning goals. This will be at the forefront of Collaboration Time from the beginning of 2023.

This year, the AP C&I continued to provide extended professional learning opportunities to staff, with a particular emphasis on Early Career Teachers and Newly Appointed Teachers. The DoE suite of Curriculum Reform, and literacy and numeracy professional learning was accessed and contextualised for Lurnea Public School before the AP C&I facilitated each session. These sessions aimed to enhance teacher capacity for data driven teaching and learning. Modules of learning that were adapted include: 'Curriculum and the teaching and learning cycle', 'Introduction to the National Literacy and Numeracy Progressions' and 'A Technical Guide To Using PLAN2'. Feedback collected via surveys at the completion of facilitated 'Curriculum and the teaching and learning cycle' sessions indicate 100% of teachers strongly agreed that they have developed an understanding of what the teaching and learning cycle is and how to effectively utilise it when planning, programming and assessing teaching and learning. Furthermore, 100% of teachers strongly agreed that they have developed an understanding of how each of the 4 components fit into the teaching and learning cycle. Feedback collected via surveys at the completion of facilitated 'Introduction to the National Literacy and Numeracy Progressions' indicate 100% of teachers agreed or strongly agreed that they were confident using The

National Learning Progressions to identify the main skills observed, specify the focus areas for development, monitor student growth, shape differentiated teaching and learning activities, inform re-assessment opportunities and inform feedback. Furthermore, there is a clear trend of teachers expressing enthusiasm towards The National Learning Progressions as a tool to support teachers in clearly identifying student successes and next steps in learning. Teachers stated that their new learning would assist the development of targeted teaching and learning programs, as well as the co-construction of clear learning goals for individual students. Feedback collected via surveys at the completion of facilitated 'A Technical Guide To Using PLAN2' sessions indicate 100% of teachers agreed or strongly agreed that they were confident using PLAN2 to use existing Areas of Focus to generate a classroom observation. 80% of teachers agreed or strongly agreed that they were confident using PLAN2 to create a new student group and edit existing student groups in Areas of Focus, enter classroom observations and use Analysis features. Further support is needed to use existing Areas of Focus to generate an individual student indicator progress report. Feedback indicates there is a significant trend of teachers expressing enthusiasm towards using PLAN2 to track and monitor student progress in literacy and numeracy. Teachers stated that they are excited to apply their new learning when working in stage based Collaboration Time. Moving into 2023, AP C&I will continue to support all teaching staff, with a particular emphasis on Early Career Teachers and Newly Appointed Teachers, through targeted and differentiated professional learning. Assistant Principals will be informed of professional learning feedback and identified areas of improvement for their team members. This will ensure Assistant Principals provide intensive shoulder to shoulder support during Collaboration Time and data conversations. With the transition to Version 3 of the National Literacy and Numeracy Progressions in 2023, AP C&I will regularly access relevant information through Statewide Staffrooms on Microsoft Teams and report back to the Executive Team. Version 3 of the National Literacy and Numeracy Progressions and PLAN2 transition will be a strong focus during Staff Development Days at the beginning of 2023 as well as Collaboration Time and extended professional learning opportunities.

The initiative of professional learning models continued to be impacted by COVID-19 throughout 2022. The school was able to commit to 2 hours of Collaboration Time 1 day a week for each stage team within the whole school timetable. Staffing constraints limited the ability to embed the Spiral of Inquiry in the whole school timetable. The entire school staff was provided with the opportunity to attend a Whole School Residential at the beginning of Term 3 as well as weekly Early Career Teacher Ongoing Professional Learning sessions. To 'Engage' with the new K - 2 English and mathematics syllabuses and identify and plan for changes required for effective curriculum implementation, the Senior Executive led unpacking the evidence base with the middle leadership team through 'thinking protocols' embedded in the DoE K - 2 Research Toolkits. The team engaged in thoughtful dialogue around the key ideas represented in the evidence base before developing an action plan. In each session, connections were made with the school's Strategic Improvement Plan, School Excellence Framework and High Impact Professional Learning Model. With the support of Senior Executive, all Assisted Principals repeated the process in stage teams, focusing on mathematics. Stage teams had the opportunity to report back to all staff at the completion of their 'thinking routine'. In addition, summaries of responses collected from stage-based professional learning activities were used to develop whole school effective curriculum implementation action plans for mathematics. Feedback collected via google forms at the completion of professional learning sessions indicate 73.1% of teachers surveyed agreed or strongly agreed that they have contributed to changes we could make as a school as a result of unpacking this research, 92.3% of teachers surveyed have developed an understanding of the evidence base underpinning the new mathematics syllabus, 96.2% of teachers surveyed have considered the impact on student learning and how to measure it, 100% of teachers surveyed have a plan for what they can adapt or do differently in their classroom after unpacking the research. Furthermore, the AP C&I worked with Assistant Principals Early Stage 1 and Stage 1 to develop a plan and co-facilitate DoE Microlearning at stage-based Collaboration Time. A plan for 'adopting and adapting' DoE and NESAs Scope and Sequences, Instructional Sequences, and DoE Units of Work was also developed and embedded in Collaboration Time agendas once these resources became available. Feedback collected via google forms at the completion of Collaboration Time for 2022 indicate 100% of K - 2 teachers surveyed have an improved understanding of the new syllabuses, and understand the evidence base underpinning the new syllabuses, 100% of K - 2 teachers surveyed stated 'adopting and adapting' the DoE units of work deepened their understanding of syllabus outcomes, provided practical strategies that can be tailored to meet the needs of students, and assess student learning against syllabus outcomes. 100% of K - 2 teachers surveyed stated they are more confident to teach, and are ready to implement the new syllabuses at the beginning of next year, and 75% of teachers surveyed are familiar with the DoE and NESAs Scope and Sequences and Instructional Sequences. Additional comments provided in surveys demonstrate a clear trend in teachers requesting the continuation of DoE Microlearning and unpacking DoE Units of Work during Collaboration Time as they become available in 2023. Approaching the evidence base through K - 2 Research Toolkits and Thinking Routines in stage teams was also received positively by staff, with feedback strongly indicating that it was an interesting and powerful strategy for deep learning. Next year in this initiative, we will continue to support effective syllabus implementation, accessing DoE Microlearning, DoE Units of Work and Curriculum Reform resources that become available. DoE and NESAs Scope and Sequences and Instructional Sequences will be revisited to enhance staff awareness, deepen understanding and improve syllabus implementation. Data and feedback suggests that the K - 2 Research Toolkit and thinking protocols were successful ways to approach unpacking the evidence base: mathematics. 'Calls to Action' that were developed as a result of thoughtful collaborative discussion will be launched at the beginning of next year. An emphasis will be placed on ensuring staff have a strong sense of how they contributed to changes we could make as a school, based on new understandings of the mathematics evidence. The school will complete the same process to unpack the English evidence base at the beginning of 2023.

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
<p>Achievement of 2022 system-negotiated targets:</p> <p>-Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 7.6%</p>	<p>2022 NAPLAN data indicates 7.27% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however an uplift beyond the lower-bound target of 0.54% was achieved .</p>
<p>Achievement of 2022 system-negotiated targets:</p> <p>-Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 10.1%</p>	<p>2022 NAPLAN data indicates 5.66% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however an uplift beyond the lower-bound target of 1.81% was achieved .</p>
<p>Expected growth data not available due to Covid 19. Internal assessment measures to be used to monitor progress.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Expected growth data not available due to Covid 19. Internal assessment measures to be used to monitor progress.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Student learning needs are identified across the school and systematically monitored through summative and formative assessment practices.</p>	<p>100% of newly appointed and beginning teachers strongly agreed that they have developed an understanding of what the teaching and learning cycle is and how to effectively utilise it when planning, programming and assessing teaching and learning. The PLAN2 platform has been accessed by 100% of classroom teachers to enter literacy and numeracy data based on formative and summative assessments embedded in teaching and learning programs across the school year. Teaching staff strongly agreed that they were confident to use The National Literacy and Numeracy Progressions to inform re-assessing opportunities.</p>
<p>P-2, 3-6 and intervention teams collect, use and review assessment data at a class and student cohort level to inform, monitor and check Spiral of Inquiry action plans. P-2 and 3-6 learning walks and lesson observations included in action plans to support implementation of learning.</p>	<p>Staffing constraints continued to limit the opportunity to embed the Spiral of Inquiry in the whole school timetable in 2022. The school was able to commit to 2 hours of Collaboration Time one day a week for each stage team. Collaboration Time provided the space for Stage Based Teams to engage in meaningful data driven conversations to inform teaching and learning cycles. 100% of newly appointed staff and beginning teachers strongly agreed that they were confident using the National Literacy and Numeracy Progressions to specify the focus area for development, monitor student growth and inform feedback. A 3 - 6 Learning Walk allowed teachers to observe colleagues with the support of a Talk Move Lesson Observation Sheet. All participants reported that this was a valuable learning opportunity that resulted in refining their own teaching practice and elevating the quality of discussions in their classroom.</p>

Strategic Direction 2: Learning culture and engagement

Purpose

To ensure all students connect, succeed, thrive and learn a planned approach to whole school wellbeing processes that support high levels of tailored, individual support will be implemented. A strong sense of belonging will be cultivated in students in a positive and respectful learning environment in order to promote effective learning engagement and improve academic achievement for all learners.

Initiatives

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

- Wellbeing
- Attendance

Resources allocated to this strategic direction

Professional learning: \$23,000.00

Socio-economic background: \$400,000.00

Aboriginal background: \$6,600.00

Summary of progress

A focus for Strategic Direction 2 in 2022 was to continue with enhancing staff understanding around wellbeing practices and attendance procedures whilst applying student centered approaches to foster a sense of belonging and engagement.

In the initiative of wellbeing, addressing the Wellbeing Framework for Schools and amplifying a student centered approach to wellbeing became key drivers.

Staff were immersed in quality professional learning of the Wellbeing Framework for Schools. This enabled staff to utilise their understanding and contextualise the framework to create a shared understanding of wellbeing at Lurnea Public School through a rigorous and collaborative process. The shared understanding was then consulted with the student leadership team and finalised. As a direct result, staff, students and the community developed a clear shared understanding of what wellbeing means at Lurnea Public School.

Developing student voice through Peer Support and Positive Behaviour for Learning (PBL) took a more focused approach through wellbeing activities. The Keeping Friends and Relationships module was delivered by the Year 6 Peer Support leaders. Peer Support proved to be a valuable activity in empowering student voice, agency and resilience in the area of wellbeing. The success of this program was underpinned by the continuous cycle of constructive feedback and growth.

The Year 6 student leaders continued to create targeted and engaging PBL lessons that represented the PBL mantra. Student leaders were upskilled and provided governance in analysing Sentral data in order to derive targeted PBL mantras and lessons. Internal data sources clearly indicate the high level of engagement of classes with the lessons and a slight shift in lowering negative incidents relating to the focus. A barrier for the Year 6 leaders was the tight turn around in creating lessons which will be addressed in 2023. A focus on trauma informed practices, social emotional learning and Peer Support will continue in 2023. The creation of a student PBL team will also be explored.

In the initiative of attendance Lurnea Public School focused on improving the attendance of all students by establishing a positive and welcoming school culture with students, parents and carers to create a strong sense of belonging. Improving attendance in 2022 was faced with many barriers. Continued responses to Covid smart settings hindered our ability to create momentum in ensuring students were attending above 90% of the time. In response, communication and visibility around attendance was of high importance. Twice termly, attendance heat maps were created and shared with teachers who then shared and discussed the implications with students. Internal data sources indicated that this was a driving factor in uplifting the significance of attendance. In 2022, despite the barrier of Covid smart settings, the visibility and transparency of attendance increased whole school community awareness of the importance and value placed on this school target. Attendance will continue to be a high priority for 2023, with particular emphasis on attendance procedures, the creation of a student attendance team and a student led attendance campaign.

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
Students attending greater than 90% of the time increase (uplift) 3.8%	The number of students attending greater than 90% of the time or more has decreased by 25.68% due following health regulations impacted by the Covid-19 pandemic.
Students reporting positive wellbeing from Tell Them from Me survey increase (uplift) 3%	80.42% of students reporting positive wellbeing outcomes has increased by 0.65% across the positive wellbeing measures.
Improved classroom teacher use and analysis of attendance data to ensure personalised attendance approaches.	Sentral data indicates 100% of staff utilise shared attendance data to personalise attendance approaches.
Building classroom teachers and team capacity to enhance wellbeing practices ensuring all learner voices are represented.	Teacher comparative survey data indicates an increase of 21.5% of staff who are confident in understanding and implementing the Wellbeing Framework to enhance wellbeing practices.

Strategic Direction 3: Community partnerships

Purpose

There is school wide collective responsibility for the unique student learning needs and success for every learner. This responsibility is shared by the school and the wider school community and recognises the importance of aspirations, goals, ambitions and hopes for the future.

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.

- Partners in learning
- Transitions

Resources allocated to this strategic direction

Socio-economic background: \$3,799.50

Summary of progress

The focus for Strategic Direction 3 in 2022 was to collect baseline data on current school-wide practices for engaging parents and carers in student learning, establishing a mechanism for students to meaningfully share their learning, and ensuring continuity of learning for all students at critical transition points.

In the initiative of Partners in Learning, the school-wide mechanism for students to share their learning and celebrate success was achieved through the digital portfolio, Seesaw. In Term 1, teaching staff from P-6 were provided with the opportunity to join the Seesaw Team to ensure wide representation across the school. New team members were provided with the opportunity to access on-demand professional learning through the Seesaw Learning Suite with all staff successfully completing the 'Pioneer' training. This provided them with a deeper understanding of the interactive learning platform and grew their capacity as a knowledgeable other within their stage team.

Throughout Semester 1 the Seesaw Team led the process of distributing QR codes for families to access their child's digital portfolio using the Seesaw App along with school-wide and community expectations to guide the use of Seesaw. Information was shared with the parent/carer community through the school Facebook page, (translated) letters and short videos. A series of 'pop-up' stalls were held to support the community in successfully connecting to the digital platform and as a direct result, by Term 4, 2022 there were over 92% of families connected to their child's Seesaw Learning portfolio.

In Semester 2, the Seesaw Team presented internal data collated through the parent and carer analytics report to showcase how the school-wide mechanism was being utilised as a platform for students to meaningfully share their learning and celebrate their success. As a direct result, teachers were provided with the opportunity to explore the high-impact practices used by fellow teachers to both initiate and maintain high levels of community engagement, and develop their own plan of action. Feedback from the presentation indicated 98% of participants found the information and sharing of high-impact practices beneficial.

Throughout the 2022 school year, over 141 800 posts were added by students and teachers to the Seesaw digital portfolio, while over 21 103 visits were made by family members. Seesaw will continue to be used as a platform to engage parents and carers to be authentic partners in their child's learning.

In the initiative of Transitions, Lurnea Public School focused on establishing school-wide procedures to ensure continuity of learning and collaboration between parents, students and the school community during critical points of transition.

In Term 1, teachers and support staff were provided with time to exchange learning and support information on identified students to ensure continuity of learning and successful transitions. Enabling this time, as reflected in the Staff Development Day agenda, resulted in the effective handover of individualised learning and support plans, behaviour response plans, learning adjustment forms and other relevant information. The school has an Arabic Community Liaison Officer and English as an Additional Language or Dialect (EAL/D) teacher to engage in strong collaboration with refugee and EAL/D parents and students to ensure appropriate resources are accessed at critical transition points. Students commencing Preschool in 2022 were provided with a strong and successful start through organised Stay and Play Sessions. The aim of the two-hour transition sessions was to support children and their family with a bite-size introduction into the routines and structures of preschool before commencing full-time learning.

Students commencing high school in 2022 were also provided with the opportunity to access cohort-based transition

sessions held with the local high school. Individualised transition sessions were also scheduled over several weeks for identified students requiring additional support. Throughout each session, students were provided with the opportunity to familiarise themselves with the high school environment, understand how to read timetables and develop a personal schedule to help them balance home-school life.

Students in the support unit were provided with individualised transition in Term 4, whereby they had the opportunity to meet staff and visit the classroom. Transition times were scheduled to ensure personalised meetings for all students and their family. This also provided students with a bite-size introduction into the routines and expectations of school prior to commencing full-time learning.

In Term 4, whole-school transition provided students with the opportunity to meet their 2023 teacher and engage in introduction/getting to know you activities to help support continuity of learning and successful transition for the new school year.

At the end of Semester 2, evidence was gathered from parents and carers through a short survey focused on critical points of transition to help evaluate current school practices and identify areas for future improvement. As a direct result, 77.3% indicated they believe the school actively plans for student transitions, while 90.9% of families indicated the school supported their child to successfully transition into a new setting. Transitions will continue to be a strong focus in 2023, with particular focus on continuing to ensure continuity of learning at critical transition points.

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
Parent respondents for Partners in Learning Survey increase (uplift) 4.2%	Due to less than 4% of the parent and carer population participating in the Partners in Learning Survey, an increase (uplift) of 4.2% was not achieved. Actively increasing parent and carer participation in the survey will be a major focus for Lurnea Public School in 2023.
Deliver evidenced-based professional learning to develop a school-wide shared understanding of pedagogical best practice to support continuity of learning for all students at transition points.	High-impact professional learning on pedagogical best practice for supporting continuity of learning for all students at transition points will be delivered at Lurnea Public School in 2023.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$11,840.00</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"> • 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 additional staff for targeted student support • strengthening orientation and transition program for identified students • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in the following impact: Students were provided with intensive support in learning English through daily withdrawal explicit lessons with the assistance of the bilingual SLSO. Classroom teachers were supported through stage meetings where EAL/D learners were discussed resulting in more tailored activities for EAL/D learners. Teachers accessed targeted professional learning that unpacked the EAL/D progressions in a meaningful and practical way. This supported teachers in developing high quality differentiated teaching and learning programs that aimed to better meet the needs of EAL/D and refugee students. As a direct result, students were heavily supported with language acquisition.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide point of need support for refugee students that is timely and flexible. The school will further enhance collaborative and professional learning opportunities between classroom teachers and the specialist EAL/D teachers.</p>
<p>Socio-economic background</p> <p>\$1,564,373.50</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lurnea 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"> • Data driven teaching and learning • Professional learning models • Wellbeing • Attendance • Partners in learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement attendance to support premier's priority • non class attached Assistant Principals to support identified students with additional needs • engage with external providers to support student engagement and retention • professional development of staff through Collaboration Time to support student learning • employment of external providers such as Speech and OT to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students have been supported to negotiate and meet their individual learning goals, which are monitored and tracked through PLAN2. Increasing the schools staffing entitlement has ensured a whole school approach to teaching and learning, which has led to improved student achievement as</p>

<p>Socio-economic background</p> <p>\$1,564,373.50</p>	<p>measured against numerous internal assessments. This improvement was supported significantly by investing in more staff, over and above the COVID Intensive Learning and Support Program, to allow more students to access and benefit from small group tuition. 100% of teachers have participated in high quality professional learning that is responsive to their needs, team teaching, demonstration lessons, observations and feedback.</p> <p>After evaluation, the next steps to support our students will be: To transfer student centered goal setting from PLAN2 to in class data walls. We will continue a whole school approach to linked and consistent professional learning that will be strategically led by the leadership team to ensure consistency of educational delivery, quality teaching and learning and timely interventions for students requiring additional support.</p>
<p>Aboriginal background</p> <p>\$99,403.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lurnea 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"> • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • engaging the expertise of the Aboriginal Education Officer (AEO) to link with external programs such as Aboriginal Got It and South Cares providing culturally appropriate experiences centered around social emotional learning. • working with Aboriginal Attendance Officer to re-engage families and target disengagement. • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal students being supported by the AEO. The students benefited from the school maintaining connections with families, external support services and community organisations. This individualised support resulted in students participating in meaningful activities designed to increase cultural understanding and appreciation of Indigenous Australians through programs like the Aboriginal Got It Program and Souths Cares. In addition, classroom teachers were released to work with the AEO and the student's parents to develop and then implement Personalised Learning Pathways with a focus on self regulation. This empowered K-6 students about their culture, their parents to develop culturally appropriate strategies such as parenting skills which then supported student's social and emotional regulation.</p> <p>In consultation with the Aboriginal Home School Liaison Officer, the AEO engages with our Aboriginal families to build strong relationships and encourage attendance on a regular basis</p> <p>After evaluation, the next steps to support our students will be: To continue to develop and grow connections and relationships, especially with Aboriginal families who are new to the school. We will also continue to meet Aboriginal students at their point of need to personalise the support they receive.</p>
<p>English language proficiency</p> <p>\$219,207.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lurnea Public School.</p>

<p>English language proficiency</p> <p>\$219,207.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher <p>The allocation of this funding has resulted in the following impact: The employment of specialist EAL/D teachers, along with employing bilingual SLSOs, resulted in EAL/D students receiving targeted support with a school-wide focus on building oral English language skills. Opportunities for small group learning was provided for new arrival students in addition to their in-class support. Additional funding was allocated to support the professional learning needs of the specialist EAL/D teachers by forming a partnership with the network EAL/D Education Leader. The specialist EAL/D teachers were provided with additional time to support capacity building of classroom teachers by providing explicit evidence based teaching strategies to better support all EAL/D learners. Engagement with the EAL/D Education Leader has led to improve EAL/D practices at Lurnea Public School.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide quality EAL/D programs including small group intervention support and flexible in-class support. Working in partnership with the EAL/D Education Leader to gather baseline data of EAL/D practices against the school evaluation framework to ensure high quality and educational programs for all EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$399,583.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Lurnea 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging an AP 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 (SLSOs) • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • external service providers for Preschool, Kinder and Year 1 students - Speech and OT <p>The allocation of this funding has resulted in the following impact: This funding allowed for students to benefit from the employment of additional therapies and SLSOs. A whole school focus on early intervention, quality class instruction and regular small group withdrawal sessions</p>

<p>Low level adjustment for disability</p> <p>\$399,583.00</p>	<p>assisted students with additional learning needs to access the curriculum in more equitable ways. The Learning and Support Team was made more productive by investing in additional time for Assistant Principals and other staff to attend Learning and Support team meetings regularly. The Assistant Principal Learning and Support was a vital connection between in-school support strategies and broader system supports for students. The Learning and Support Team in consultation with classroom and specialist teachers, were more able to identify students who may require additional learning, behavioral or social support. Individual Education Plans (IEPs) were further refined to assist classroom teachers to better adjust and differentiate for students with additional learning needs. Additional time allocated to the Learning and Support Team led to a consistent and more streamlined approach to support consultation with parents and external agencies resulting in strengthened partnerships between all stakeholders.</p> <p>After evaluation, the next steps to support our students will be: To continue to invest in the entire leadership team being a part of the Learning and Support Team. Our focus remains early interventions, timely assessments and observations and quality professional learning for all staff in supporting students with additional learning needs. We will continue to invest heavily in additional SLSOs to provide ongoing, flexible and responsive student support.</p>
<p>Professional learning</p> <p>\$97,373.00</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 Lurnea 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 driven teaching and learning • Professional learning models • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning to provide access to peer support program. • two days of professional learning in literacy, numeracy, wellbeing and learning and support • professional learning provided in weekly two hour Collaboration Time • Collaborative Inquiry <p>The allocation of this funding has resulted in the following impact: With a focus on improving teacher practice professional learning has been instrumental in supporting teachers to be self reflective and make adjustments to their delivery of lessons in order to maximise impact on student learning. There has been increased capacity of all teachers to embed effective practices in the explicit teaching of reading and numeracy resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Cyclic professional learning will continue and be tailored to be contextually relevant to Lurnea Public School.</p>
<p>Literacy and numeracy</p> <p>\$79,129.95</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lurnea Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional learning models • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$79,129.95</p>	<ul style="list-style-type: none"> • purchasing of decodeables to support curriculum reform implementation. • targeted professional learning to improve literacy and numeracy • Instructional Leader and Assistant Principals non class attached to engage staff in collaborative inquiry in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Students gained additional access to quality decodable texts purchased to support the implementation of the new K-2 English syllabus in 2022 and beyond.. The employment of an Assistant Principal intervention provided a targeted approach to targeting high performing students in order to increase movement towards the system negotiated targets of an uplift of students in the top two bands of reading and numeracy. All classroom teachers deepened syllabus content knowledge and knowledge of the National Literacy and Numeracy Progressions to support finding students entry points and develop an effective teaching and learning cycle, driving student learning forward.</p> <p>After evaluation, the next steps to support our students will be: To continue with momentum and addressing the system negotiated targets, the role of Assistant Principal Intervention will continue into 2023. Quality and dignified readers and decodables will be purchased to support the engage phase of the 3-6 curriculum reform.</p>
<p>QTSS release</p> <p>\$89,294.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lurnea 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 initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum and curriculum reform <p>The allocation of this funding has resulted in the following impact: QTSS release funding, coupled with significant investment from other areas of the school budget, enabled the school to employ additional staff for the school year to allow Assistant Principals to be 'non-class attached'. This enabled 100% of classroom teachers to participate in quality mentoring, should to shoulder support coupled with weekly collaboration time. 100% of classroom teachers reported through the Department of Education's People Matter Employee Survey that they felt supported by their supervisors to keep improving in their teaching practice.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide teachers with Collaboration Time and relaunch Spirals of Inquiry sessions in 2023. This will allow teachers to meet with their teams, supervisors and the Assistant Principals Curriculum and Instruction to more closely examine student data and evidence, collaboratively plan for teaching and learning based on student need and participate in higher levels of discussion around contemporary pedagogy.</p>
<p>COVID ILSP</p> <p>\$286,595.83</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their 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</p>

<p>COVID ILSP</p> <p>\$286,595.83</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers and educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy Semester 1 and Semester 2 (MultiLit programs) • providing targeted, explicit instruction for student groups in numeracy Semester 2 • employing external health provider (Allied Health Occupational Therapist) to design and deliver small group tuition as well as supervise and monitor progress of preschool students engaging in the OT small group tuition <p>The allocation of this funding has resulted in the following impact: 100% of literacy intervention students advancing through their relevant MultiLit program lessons and progressing in their learning, with significant improvements to their grapheme-phoneme correspondence knowledge and decoding and encoding skills. 100% improvement of literacy intervention students' outcomes in their Areas of Focus on PLAN2. There was a significant shift with an average uplift of 61% more indicators recorded as 'always' and 32% 'sometimes' after literacy intervention in Semester 2. 100% improvement of numeracy intervention students' outcomes in their Areas of Focus on PLAN2. There was a significant shift with an average uplift of 63% more indicators recorded as 'sometimes' and 25% 'always' after numeracy intervention in Semester 2. All surveyed classroom teachers agreeing that intervention improved students' literacy knowledge, was engaging, targeted to students' point of need and resulted in increased student confidence. 97% of parents surveyed agreeing that literacy intervention had a positive impact on their child's learning and attendance.</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 small group tuition using external and internal data sources to identify students who would benefit most from targeted intervention. A priority for the Intervention Team will be to engage in strong collaboration with the Learning Support Team and classroom teachers to support continuity of learning at critical transition points. In addition, we will continue developing authentic and effective partnerships with parents and carers to improve understanding of student learning and strengthen student outcomes in COVID ILSP Interventions.</p>
<p>Integration funding support</p> <p>\$85,631.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lurnea 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"> • 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 staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • staffing release for targeted professional learning around Trauma Informed Practice • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: 100% of students who were allocated with Integration Funding Support were provided with 1:1 in-class support by SLSOs. Where additional needs were identified, other school funds were allocated to increase the amount of in-class support as required. Additional release time provided classroom teachers to collaboratively develop Personalised Learning and Support Plans that were shared with support staff and regularly monitored, reviewed and refined. Additional school funds were allocated throughout the year to ensure adjustments were made to suit the level of need of each student. This resulted in a collaborative approach between the school and parents to ensure student progress towards learning goals were being measured and</p>

Integration funding support \$85,631.00	celebrated. After evaluation, the next steps to support our students will be: Continue with SLSOs working with students who attract additional funding to support their learning in the classroom with a focus on social skills in the playground.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	240	221	201	207
Girls	203	209	207	215

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.8	88.2	89.8	82.0
1	91.1	85.9	88.9	79.7
2	90.2	90.7	90.4	82.7
3	92.8	88.9	91.6	82.2
4	89.9	92.1	89.2	84.6
5	90.7	88.7	90.7	78.9
6	90.1	89.1	88.8	85.8
All Years	90.6	89.1	89.9	82.3
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)	6.4
Classroom Teacher(s)	18.07
Learning and Support Teacher(s)	2.4
Teacher Librarian	0.8
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	9.37

*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	36,699
Revenue	7,197,673
Appropriation	7,113,010
Sale of Goods and Services	43,131
Grants and contributions	40,834
Investment income	598
Other revenue	100
Expenses	-6,692,139
Employee related	-6,069,127
Operating expenses	-623,012
Surplus / deficit for the year	505,534
Closing Balance	542,233

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	97,471
Equity Total	1,750,646
Equity - Aboriginal	86,203
Equity - Socio-economic	1,045,652
Equity - Language	219,208
Equity - Disability	399,584
Base Total	3,789,976
Base - Per Capita	113,969
Base - Location	0
Base - Other	3,676,007
Other Total	846,536
Grand Total	6,484,630

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

Eliciting parent/carer, student and teacher satisfaction was drawn through a variety of data sources including Tell Them From Me, People Matter Employee Survey and internal feedback surveys.

Evidenced captured through the Tell Them From Me student outcomes and school climate survey from students in Years 4, 5 and 6 indicated 68% of students have a strong sense of belonging, 83% of students reported a strong sense of advocacy towards school and 90% of students have high expectations of their own success.

Teacher satisfaction was measured using the Department of Education's *People Matter Employee Survey*. With a survey response rate of 75.8%, the school gained valuable insights into teacher satisfaction relating to their role, an inclusive workplace culture and school leadership. 100% of teachers felt that their manager involves them in decisions about their work while 94.4% of those surveyed felt empowered to make decisions that directly impacted students and the community. Along with 100% of teachers indicating that they work collaboratively to achieve goals. All of these results were higher than the average of other local schools indicating an extremely positive workplace culture.

Impact of parent/carer satisfaction was drawn from internal feedback surveys directly linked to Strategic Direction 3 Community Partnerships- Transitions and Covid Intensive Learning Support Program. 95.5% of parents survey agreed that the school actively plans for transitions and that the school actively communicates its transition activities to the school community. 100% of parent/carers surveyed indicated that the school not only supports their child to successfully transition into their new setting but also support parent/carers in feeling confident about their child's transition.

The Covid Intensive Learning Support Program surveyed parents about their child's reading behaviours at home, motivation, participation, confidence and improvement in literacy. They were also asked how their child felt during small group tuition. 84% noticed positive changes in their child's reading behaviours at home, 87% noticed an increased confidence in their child's interest towards reading and writing and 97% believe MultiLit lessons have a positive impact on my child's learning and attendance.

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.