

2022 Annual Report

Lethbridge Park Public School



4408

Introduction

The Annual Report for 2022 is provided to the community of Lethbridge 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

At Lethbridge Park Public School, learning opportunities are inclusive, challenging, personalised and facilitated by dedicated educators.

We are committed to a culture of high expectations, collaboration, data-informed practice and continuous improvement within a safe, respectful learning environment.

We promote excellence, attendance and engage learners through rich, innovative experiences driven by current research and quality practice.

School context

Lethbridge Park Public School has an enrolment of 469 students, including 33% Aboriginal and Torres Strait Islander and 30% Pacific Islander students. It includes a preschool and five support classes for students with disabilities. An enthusiastic, committed and highly skilled staff provide engaging, personalised learning opportunities for all students in a caring, supportive, student centred learning environment. The school has a strong inclusive and collaborative culture of challenge, support and continuous learning for all students, staff, parents and the wider community. Lethbridge Park Public School is committed to delivering high quality, data driven, evidenced based teaching and learning programs that inspire students to become assessment capable learners. Lethbridge Park Public School became a Connected Communities School in 2022 (Connected Communities Strategy). In response, the school underwent a rigorous self-assessment using the School Excellent Framework at the beginning of 2022. Based on this self-assessment, and the key deliverables of the Connected Communities Strategy, the following areas have been identified and embedded in the 2021-2024 strategic improvement plan:

- High impact professional learning that enables all staff to personalise the learning needs of Aboriginal and all students and builds the cultural understanding and connection with the community
- Professional collaboration, inquiry and data informed practice that inspires a continuous learning culture
- Aboriginal families, and all families, are actively engaged in the life of the school and report that the school values their identity, culture, goals and aspirations
- Student leadership, citizenship and empowerment is evident across and beyond the school
- The school brings the community together, working in partnerships with government and non-government services to support students and families.

The school has a strong commitment to both promoting aspirational outcomes for students and the creation of an educational environment that supports full inclusion for all students in all aspects of the school.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, we will collaboratively collect, interpret and use reliable data and research to identify high impact professional learning to support the development and implementation of whole school reading and numeracy approaches that are responsive and inclusive to the needs of all students.

Initiatives

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

- Evidence Based, Quality Teaching Practice in Reading & Numeracy
- Data to Inform Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$210,799.40

Socio-economic background: \$543,064.76

Professional learning: \$35,971.90

Per capita: \$114,986.93

Low level adjustment for disability: \$271,857.80

English language proficiency: \$62,331.39

Summary of progress

In response to internal and external data, and in alignment with the new K-2 English syllabus and contemporary research, there was a need to change our approach to the way in which reading was taught across the school. A narrow and deep focus of the teaching of synthetic phonics and reciprocal reading was identified as critical measures to improve reading in the early years and to develop vocabulary and comprehensive skills in years 3-6. A series of professional learning sessions were carefully planned and implemented to support the development of teacher knowledge in these areas, as well as develop a whole school, consistent approach. This, along with the introduction of data walls and 5 weekly data days, has pathed the way for the development of highly responsive, teaching and learning programs to be developed. 5 Weekly data days were supported by APs and APC&Is, ensuring consistency of teacher judgement, a deeper understanding of syllabus documents and data driven teaching. Stage based Strengths, Weaknesses, Opportunities and Threats were collaboratively developed and shared between stages throughout the process, which created a continuous improvement culture and teacher collective efficacy. Significant reading resources, including decodable guided readers, along with decodable home readers and vocabulary rich texts were purchased to support teachers with the implementation of this initiative. A whole school home reading program was also employed to support and celebrate the narrow and deep focus on reading. Further to this, our Learning and Support programs, along with our CILSP, maintained the narrow and deep focus on reading. As a result of this narrow and deep focus on reading, there has been significant progress towards improvement measures which can be seen in the section below. Whilst the professional learning focus has not been on writing or numeracy, it does need to be mentioned that the 5 weekly data day process, ensures teachers are aware of how their students are progressing in reading, writing and numeracy, and data is used across all areas to ensure highly responsive teaching and learning programs are implemented in all these areas.

Next year throughout Semester 1, will see a further focus on the unpacking and using of the new K-6 English syllabus, along with the alignment of assessment practices to better support the newly established processes such as 5 weekly data days. In Semester 2, we will shift our narrow and deep focus to numeracy.

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
Increase the percentage of students achieving in the top 2 bands to be at or above the school's annual trajectory lower bound target in reading of 16.93%.	2022 NAPLAN data indicates 16% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in a 3.5% increase from 2021.

Increase the percentage of students achieving in the top 2 numeracy bands to be at or above the school's annual trajectory lower bound target of 11.31%.	2022 NAPLAN data indicates 10.87% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in a 4.94% increase from 2021.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be at or above the school's lower bound system-negotiated target of 31.2%.	2022 NAPLAN data indicates 45.45% of Aboriginal Students NAPLAN Top 3 Bands for reading indicating the school exceeded the system negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN reading to be close to the school's annual trajectory lower bound system-negotiated target of 56.75%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be close to the school's annual trajectory lower bound system-negotiated target of 57.48%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be at or above the school's lower bound system-negotiated trajectory target of 24.5%.	2022 NAPLAN data indicates 16.13% of Aboriginal Students NAPLAN Top 3 Bands for numeracy indicating the school did not achieve the system negotiated target.
A range of evidence to support the school's validation and self assessment judgement of <i>Sustaining and Growing</i> in the element of Data Skills and Use, theme: <i>Data analysis</i> .	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of data skills and use, Theme: Data analysis.

Strategic Direction 2: Continuous Learning Culture

Purpose

To maximise student learning outcomes, we will further strengthen and embed a professional learning, collaborative, high expectations culture that continuously empowers and inspires learning for all staff at all stages of their career, creating a shared sense of ownership, responsibility and collective efficacy.

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.

- Professional Learning Community
- A Pipeline of Leaders

Resources allocated to this strategic direction

QTSS release: \$93,545.69

Socio-economic background: \$132,000.00

Low level adjustment for disability: \$15,358.31

Professional learning: \$5,000.00

Beginning teacher support: \$0.00

Summary of progress

A comprehensive review of internal data, along with research into what works best in schools (WWB), led for the need to embed collaborative practice across the school to help create a continuous learning culture. The leadership team read 'Clarity' and then attended the NOII Symposium. Synthesising the information we learned, and after reading Leadership Mindsets, Spirals of Inquiry was decided on the process we would use to provoke curiosity into what is happening for our learners. These processes ensured the focus was always on our students, and taught teachers to ask questions, work with others, develop hunches, seek research and take action. To support this process, the school employed Sports In Schools Australia to support our PDHPE program, which provided stage teams with 2 additional hours a fortnight to work with their teams on their hunches. From here, lessons studies were developed and video analysis was used to refine processes, allowing all participants to provide feedback. Celebration afternoons were also implemented to ensure all stages could share their findings and progress with one another, as well as develop a sense of teacher collective efficacy. Whilst the progress made in this area was significant, allowing teachers to learn from one another and thus developing a stronger learning culture, there is still more work to be done in regards to supporting the performance and development of all staff members. Next year, we will seek feedback from all staff on the PDP process and see how we can tweak the use of QTSS funds to support individual growth towards personalised learning goals. We will use existing structures as well as new ones, to support this process and develop a LPPS performance and development framework.

This year also saw the refinement of the whole school professional learning schedule, to enable the achievement of the improvement measures in the SIP. This provided clarity and strengthened a common vision. Professional learning focused on reading, Aboriginal Education, learning and support and PBL - as well as a clear focus on collaborative practice. This included forming partnerships with Bidwill PS to support the implementation of phonics and reciprocal reading, beginning teachers participating in the Mt Druitt Beginning Teacher Network and the development of our Aspiring Leader Program. The Aspiring Leader team identified a project (linked to the SIP), identified data in which they supported their initiative, were provided with a budget and provided an additional hour per week to work with a mentor to implement their activity.

These partnerships strengthen the continuous learning culture and highlighted the importance of sharing practice and learning from one another. Staff are learning the importance of using data to inform decision making, setting aspirational goals, backward mapping, communication and managing a budget.

Next year, we will further develop a shared accountability and collective efficacy by forming SIP teams - led by aspiring leaders, supported by AP and DPs. Teams will develop action plans, vision/purpose statements, use data to identify the need for initiatives and set goals, and work together to successfully implement the initiative.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A range of evidence supports the school's assessment/validation in the element of <i>Learning and Development - Collaborative practice and feedback: Sustaining and Growing</i>	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of <i>Learning and Development - Collaborative Practice and Feedback</i> .
A range of evidence supports the school's assessment/validation in the element of <i>Educational Leadership - Instructional Leadership: Sustaining and Growing</i>	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of <i>Educational Leadership - Instructional Leadership</i> .
A range of evidence supports the school's assessment/validation in the element of <i>School Resources - Staff Deployment: Sustaining and Growing</i>	Self-assessment against the School Excellence Framework shows the school currently performing at excellent in the element of <i>School Resources - Staff Deployment</i> .

Purpose

To maximise student learning outcomes, attendance and overall wellbeing, we will strengthen partnerships with students, parents, community members and government and non-government agencies to create genuine supportive relationships based on trust and mutual respect to ensure all Aboriginal and all students and families feel a sense of belonging and connection to the life of the school.

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.

- Inspired, Empowered Learners
- A Connected School Community

Resources allocated to this strategic direction

Socio-economic background: \$410,125.00

Aboriginal background: \$268,728.30

Summary of progress

This year the PBL team have been working hard to use data and feedback to refine the whole school PBL system. There was a conscious effort to ensure rewards for the attainment of Badges (Bronze, Silver, Gold and Platinum) were driven by our students. This can also be said of our attendance reward programs. Students are starting to learn that the decisions they make impact upon others, not only themselves, and are starting to believe that this is their school, which they can positively influence. To ensure the PBL expectations are visible and easy to refer to throughout the school, the PBL team worked with both students and the Aboriginal Education Team to design and install new PBL signage. The signage uses Aboriginal symbols, as well as Dalmarrri patented artwork. Next year, the PBL team will further refine and communicate the PBL system to ensure that data is being used expertly, not just by our teachers, but by our students as well. There is a need for our students to engage in the data, and help develop solutions, as well as be a part of the solution when solving problematic student behaviours. Further to this, research needs to continue into developing a whole school social emotional program that teaches our students to self-regulate.

The Student Representative Council, and student leadership group were formed this year with the focus of positively influencing the culture of the school and developing a belief that this is their school. The SRC led projects such as the upgrade of Area 5 and the creation of the Yarning Circle. These students used their ideas, along with the ideas of students from their class, to co-design proposals for these areas. These proposals were sent off to contractors who sent back their designs. The SRC were tasked with choosing the proposal that best met their brief. The end result was our students are creating the changes in the school and they are beginning to believe that they can make positive changes, that their voice matters and that this is in fact their school. Further to this, students voice was again activated when our students lead both the Peer Play and the Peer Support programs. This strengthened positive relationships and created a real sense of belonging for all our students. Next year, we will develop a Junior AECG who will work side-by-side with the SIP team Aboriginal Education and the SRC.

The Aboriginal Education team (16 staff members) worked tirelessly to co-develop and then implement the Turning Policy Into Action document. This document, as well as the school becoming a Connected Communities school, pathed the way for improvement, embedding Aboriginal culture, language and histories across the school. To implement the strategy, as well as successfully implementing the TPIA document, an Aboriginal Education Assistant Principal, a Leader Community Engagement Officer, an Aboriginal Dharug language teacher along with numerous Aboriginal School Learning Support Officers were employed. Further to this, partnerships with Dalmarrri (a local Aboriginal artist group) and Jie Pitman (a local Aboriginal community member) were formed to support the teaching and learning of Aboriginal histories, culture and languages. Professional learning for all staff members was undertaken on Aboriginal cultures, histories and languages, ensuring the Aboriginal Education policy is enacted by all. Strong connections with non-government agencies to support not only our Aboriginal families but all families have also been sought and made including The Hive Mt Druitt, Ngroo, Community Junction, Check Up Before School program, PCYC, the WHIN (Wellbeing Health in-reach Nurse), Marist 180, HopeStreet, Baptistcare and the Song Room. These programs are not only supporting our students and community members, but are strengthening relationships across our community, helping to foster a sense of belonging.

Next year, staff will undertake further professional learning in Aboriginal Pedagogies and Dharug language lessons. We will continue to seek partnerships with non-government agencies and reinvent our community room, creating a community Hub place where members of the community can come to learn, have a yarn and engage in services in a

safe, trusting environment.

As a school, we are continuing to make strong educational connections with our families, engaging them in three student led, 3 Way Goal setting meetings throughout the year. Further to this, student learning goals are sent home on a 5 weekly basis, clearly showing the learning goals their children will be working towards for the next 5 weeks. These goals are linked to the progress that their children are making in reading, writing and numeracy. This year, we make the decision to use the communication application Seesaw to celebrate the learning and progress towards learning goals of all students across the school. Our families have enthusiastically engaged with this application. Further to this, Facebook is now used across the school to celebrate student learning and successes, as well as provide reminders and communicate upcoming events. These platforms are significantly raising the educational aspirations of the community, as well as promoting our school as an outwardly facing organisation.

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
Increase the percentage of students attending school more than 90% of the time by 4.5% or above to be above the school's lower-bound system negotiated target of 68.6%.	The percentage of students attending school more than 90% of the time decreased to 35.42%. This was however, above SSSG and comparable with DoE state.
Tell Them From Me student survey wellbeing data improves to be at or above the lower bound system-negotiated annual trajectory target of 93.39%.	Tell Them From Me student survey wellbeing data was 85.97%, below the lower bound system-negotiated annual trajectory target of 93.39%.
A range of evidence supports the school's self-assessment in the element of <i>Learning culture - High expectations: Sustaining and Growing</i>	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of <i>Learning Culture - High Expectations</i> .
A range of evidence supports the school's self-assessment in the element of <i>Educational Leadership - Community engagement: Sustaining and Growing</i>	Self-assessment against the School Excellence Framework shows the school currently performing at excellent in the element of <i>Educational Leadership: Community Engagement</i> .

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,085,189.76</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lethbridge 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"> • Evidence Based, Quality Teaching Practice in Reading & Numeracy • Professional Learning Community • Inspired, Empowered Learners • A Connected School Community • A Pipeline of Leaders <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through APC&Is, Aboriginal Education team, Collaborative Schools, Unique Settings to support student learning • employment of additional staff to support 5 weekly data days, spirals of inquiry, COVID ILSP, Learning and Support, and Aboriginal Education programs. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Year 3 Reading, Numeracy, Writing, Grammar and Punctuation NAPLAN score above SSSG schools - Year 3 Aboriginal Reading Average NAPLAN score above SSSG schools - A lift from 12.5% to 16% of students in Reading NAPLAN Top 2 Bands - A lift from 5.93% to 10.87% of students in Numeracy NAPLAN Top 2 Bands - A lift from 9.24% to 13.54% of students in Top 2 Bands for Reading and Numeracy (Premier's Priority) <p>After evaluation, the next steps to support our students will be: To provide targeted professional learning in areas reading and numeracy (Semester 2 will see a shift in focus to numeracy). To support curriculum reform, we will change the structure of spirals of inquiry to monthly, allowing stage based collaborative programming using the new K-6 English syllabus to take place. We will create 2 high potential and gifted classes (one K-2 and other 3-6) to provide further opportunities for our students identified through data to be achieving above their peers.</p>
<p>Aboriginal background</p> <p>\$268,728.30</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lethbridge 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"> • Inspired, Empowered Learners • A Connected School Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal

<p>Aboriginal background</p> <p>\$268,728.30</p>	<p>students</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • 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:</p> <ul style="list-style-type: none"> - Year 5 Aboriginal Reading and Writing Average NAPLAN score above SSSG and state schools - Year 3 & 5 Aboriginal Numeracy Average NAPLAN score above SSSG schools - Aboriginal Students NAPLAN Top 3 Bands 45.45% (9.25% above agreed upper bound target) - TTFM Parent survey Parents feel welcome 8.1 (NSW Govt Norm 7.4), Parents support learning at home 7.5 (6.3), School Supports Learning 7.8 (7.3), Inclusive School 8.1 (6.7), School supports positive behaviour 8.2 (7.7) - TTFM Student survey 78% students agree that they feel proud of their school, 71% Aboriginal students feel good about their culture when at school - TTFM Staff survey I set clear expectations for classroom behaviour 9.1 (8.2) <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - empower students to use PBL 5 weekly data to set goals and drive initiatives, positively contributing to the culture of the school - form a junior AECG to work in partnerships with the Aboriginal Education team and the AECG, empowering student voice - implement attendance bus to target students with problematic attendance rates, and promote newly designed attendance shirt - ensure 5 weekly data day sheets show parents and carers where their child is performing in accordance to their cohort - refurbish and repurpose Community Room, making it truly accessible to the whole school community, drawing services and families into the school
<p>English language proficiency</p> <p>\$62,331.39</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lethbridge 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, Quality Teaching Practice in Reading & Numeracy • Data to Inform Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in classrooms and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - supplemented the employment of an SLSO to support the EALD program which provided support for students in classrooms <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Seek the expertise of an EALD teacher to further support EALD students, as well as provide professional learning for teachers.
<p>Low level adjustment for disability</p> <p>\$287,216.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Lethbridge 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"> • Evidence Based, Quality Teaching Practice in Reading & Numeracy

<p>Low level adjustment for disability</p> <p>\$287,216.11</p>	<ul style="list-style-type: none"> • Data to Inform Practice • Professional Learning Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Macqlit to increase learning outcomes • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - reduction of students in NAPLAN Year 3 Reading lower 2 bands by 13% - reduction of students in NAPLAN Year 5 Reading lower 2 bands by 6% - reduction of students in NAPLAN Year 3 Writing lower 2 bands by 9% - reduction of students in NAPLAN Year 5 Writing lower 2 bands by 12% - reduction of students in NAPLAN Year 3 Numeracy lower 2 bands by 9% - TTFM Teacher Survey Collaboration 7.1 2021 - 7.6 2022, Data Informs Practice 7.4 2021 - 7.8 2022, Inclusive School 8.1 2021 - 8.3 2022 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - prioritise the need for learning and support teachers to work with class teachers, APC&Is and APs to develop responsive targeted interventions using data collected from 5WDDs - learning and support teachers use the data wall to communicate and celebrate student achievement - strengthen communication practices so all parents of students receiving support are notified and provided updates on their learning - learning and support teachers attend all LST meetings to discuss strategies attempted, as well as providing possibly strategies for where to next
<p>Professional learning</p> <p>\$40,971.90</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 Lethbridge 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, Quality Teaching Practice in Reading & Numeracy • Data to Inform Practice • Professional Learning Community <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging in professional learning activities to unpack evidence-based approaches to inform the teaching of reading and explore systematic phonics, guided and reciprocal reading <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - TTFM Teacher survey Teaching Strategies 7.7 2021 - 8.1 2022 - TTFM Teacher survey Leadership 6.2 2021 - 7.3 2022 <p>After evaluation, the next steps to support our students will be:</p> <p>All staff PDP goals will be collated and aligned to the Professional Standards for Teachers. This will highlights the areas staff have identified for professional learning. Professional learning will be offered to support personal goals, as well as to support the achievement of the SIP and system goals.</p>
<p>QTSS release</p> <p>\$93,545.69</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lethbridge Park Public School.</p>

<p>QTSS release</p> <p>\$93,545.69</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 Community <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: This funding enabled Assistant Principals to work in partnerships with APC&Is to strengthen collaborative practice. It also provided opportunities for other staff to be released by APs to view their colleagues practice. Video analysis was used during this time which enabled all stage members to view lesson and provide feedback and discuss where to next actions. This strengthened the take action component of Spirals of Inquiry. - TTFM Staff survey Teachers have given me helpful feedback about my teacher 5.6 in 2021 - 7.0 in 2022</p> <p>After evaluation, the next steps to support our students will be: In response to a staff survey, QTSS will be revamped to support the achievement of individual PDP goals. All PDP goals will be collated and aligned to the teaching standards, in order to identify the needs of our staff enabling targeted, individualised professional learning. APs will work alongside their teams during QTSS, co-developing success criteria to achieve their goals. This process will enabling staff to reflect on their own progress towards PDP goals.</p>
<p>COVID ILSP</p> <p>\$313,527.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their 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, SLSOs and a speech pathologist to deliver intensive small group tuition with a focus on reading and numeracy • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 10 year 3 students were identified as requiring intensive support in numeracy. Students were supported in small groups of 3-4 students throughout 2022 with an intensive program focusing on number skills, addition and subtraction and place value. Student results were recorded in PLAN 2 by the learning and support teacher and shared with classroom teachers during 5 weekly data days to discuss progress and determine future learning goals for each student. - 19 stage 2 students were identified as requiring intensive support in reading. Students were supported in small groups of 3-4 students throughout 2022 with an intensive program focusing on decoding, fluency and comprehension. Student results were recorded in PLAN 2 by the learning and support teacher and shared with classroom teachers during 5 weekly data days to discuss progress and determine future learning goals for each student. <p>After evaluation, the next steps to support our students will be: In 2023, the COVID intensive learning and support program will be continued to enhance the learning of identified students. This program will</p>

<p>COVID ILSP</p> <p>\$313,527.00</p>	<p>run small group intensive sessions in both literacy and numeracy for identified students. Areas of Focus will be co-developed and monitored with classroom and learning and support teachers using PLAN2.</p>
<p>AP Curriculum & Instruction</p> <p>\$210,799.40</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"> • Evidence Based, Quality Teaching Practice in Reading & Numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of 2 APC&Is to drive professional learning, curriculum implementation and differentiated teaching in literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - development and implementation of 7 reading professional learning sessions aligned to the DoE and research - the alignment of assessments for reading, writing and numeracy to complement and strengthen 5WDDs - leading the implementation of Spirals of Inquiry with stage teams, promoting curiosity and a clear focus on what's happening for our students - leading to lesson studies - shoulder to shoulder in class support to implement teaching strategies, lesson studies and responsive teaching strategies - promotion of reflection and refinement, instilling a continuous learning culture for all - development and leading of consistent teacher judgement ensuring improvements in curriculum knowledge, student data is accurate and students are learning at their point of need - teachers are well resourced to implement quality, personalised lessons in literacy and numeracy <p>After evaluation, the next steps to support our students will be:</p> <p>There will be a continued narrow and deep focus on reading until the end of Semester 1. Mid way through Term 2, APC&Is will lead a focus group to analysis and collect data on our current numeracy practices. This review will involve students, staff, community, teaching programs, lesson observations, new syllabus and best practice. After this review, recommendations will be made providing a narrow and deep focus on numeracy. HIPL will be planned and implemented from Semester 2.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	223	210	215	204
Girls	205	189	198	211

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.0	90.4	85.8	80.1
1	87.8	88.0	85.9	80.8
2	89.2	88.7	87.3	80.8
3	89.0	85.3	90.0	82.2
4	92.0	86.3	89.3	84.1
5	90.6	79.1	89.0	81.3
6	90.4	85.6	92.0	80.6
All Years	89.8	86.4	88.4	81.5
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)	7.4
Classroom Teacher(s)	18.15
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	11.52
Other Positions	5

*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	83,876
Revenue	8,871,986
Appropriation	8,775,608
Sale of Goods and Services	35,629
Grants and contributions	58,974
Investment income	1,676
Other revenue	100
Expenses	-8,255,810
Employee related	-6,704,391
Operating expenses	-1,551,419
Surplus / deficit for the year	616,176
Closing Balance	700,052

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	0
Equity Total	1,703,466
Equity - Aboriginal	268,728
Equity - Socio-economic	1,085,190
Equity - Language	62,331
Equity - Disability	287,216
Base Total	3,610,239
Base - Per Capita	114,987
Base - Location	0
Base - Other	3,495,252
Other Total	2,245,883
Grand Total	7,559,588

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

106 parent and carers engaged in this year's TTFM 'Partners in Learning' Parent Survey. Please find a selection of the data collated below:

- Parents feel welcome School Mean 8.1 (7.4 NSW Govt Norm)
- Parents are informed 7.8 (6.6)
- Parents support learning at home 7.5 (6.3)
- School supports learning 7.8 (7.3)
- School supports positive behaviour 8.2 (7.7)
- Safety at school 7.9 (7.4)
- Inclusive school 8.1 (6.7)

Students from Years 4, 5 and 6 participated in the TTFM student survey. Please find a summary of the results below:

- students participate in school sports school mean 84% (83% NSW Govt Norm)
- explicit teaching practices and feedback 7.8 (7.5)
- Advocacy at school 8.0 (7.7)
- Positive learning climate 6.8 (7.2)
- expectations for success 7.9 (8.7)
- students with positive behaviour at school 81% (83%)

Teachers engaged in the TTFM teacher Survey. A snapshot of the results are below:

- Leadership School Mean 7.3 (7.1 NSW Govt Norm)
- Learning Culture 8.1 (8.0)
- Collaboration 7.6 (7.8)
- Data Informs Practice 7.8 (7.8)
- Teaching Strategies 8.1 (7.9)
- Technology 7.1 (6.7)
- Inclusive School 8.3 (8.2)
- Parent Involvement 7.4 (6.8)

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.