

2022 Annual Report

Lapstone Public School



4424

Introduction

The Annual Report for 2022 is provided to the community of Lapstone 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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Message from the principal

I am pleased to provide each family of Lapstone Public School with a copy of the 2022 Annual School Report which is a snapshot of the school's achievement of many events.

During 2022, Lapstone Public School community was able to participate in many of the programs and events which needed to be restricted due to the COVID -19 Pandemic.

The students of Lapstone Public School have continued to achieve success in not only academic areas but also in the sporting and creative and performing arts arena. This report aims to highlight some of these achievements.

On behalf of the staff of Lapstone Public School and myself, I would like to extend our sincere gratitude to our school community for their continuous and invaluable support throughout 2022. We look forward to continuing our work together to provide each student with an education which considers the development of the whole child.

School vision

At Lapstone Public School we are empowered to be collaborative, curious, risk-taking learners with high expectations which promotes the school motto of, 'Achieve and Explore'.

We are committed to building respectful, compassionate relationships and fostering an inclusive culture.

We challenge ourselves to be proactive and resilient citizens to thrive in a globalised world.

School context

Lapstone Public School is a high performing school of 191 students, with a strong tradition of community engagement, situated on Darug land in the lower Blue Mountains, surrounded by bushland. Established in 1971, the school is committed to empowering our students, staff and community to be collaborative, curious, risk-takers with high expectations for learning. 1% of our students identify as Aboriginal or Torres Strait Islander and 14% of our students come from families identified as having a Language Background other than English. Lapstone Public School strives to develop student potential by providing an education that is a balanced within the intellectual, creative, social-emotional and physical learning domains. Through strong foundations in wellbeing, our students are supported to be respectful and compassionate global citizens who embrace inclusivity.

The school receives funding through the Resource Allocation Model (RAM): Socio-economic Background with the calculated equity loading determined by a FOEI Family Occupation and Education Index of 30 and an ICSEA Index of Community Socio-Educational Advantage of 1125.

At Lapstone Public School, teaching and learning programs have been developed to meet the needs of significant student groups, inclusive of high potential and gifted students, as well as students with specific learning and physical needs. Programs are in place to support students learning English as an additional language and dialect. We value and aim to embed cultural programs that support Aboriginal and Torres Strait Islander perspectives, as well as multicultural groups.

Lapstone Public School prides itself on developing the whole child, by providing students with opportunities to engage with a variety of extracurricular activities including band, chess, choir, dance, debating, drama, environment & sustainability, public speaking, PSSA and representative sports and STEM groups.

The school has an onsite out of school hours care centre (which also provides vacation care). All classes have access to a range of ICT devices to support learning. Lapstone Public School has extensive sporting facilities, a multipurpose performing arts space and dedicated Aboriginal cultural spaces, including a Yellamundie Nura (storyteller country) garden. Learning about Aboriginal language is a high priority for the community.

Students are encouraged to have a voice in their learning and are provided opportunities to develop student agency in the school. In addition to the school's student-body elected captains and vice captains, student leadership opportunities have been established to include class leaders, library leaders and sporting leaders, with a view of developing technology leaders in the future. Students are encouraged to be critical and creative thinkers and to take responsibility for their own learning.

The School is committed to inclusivity and connectedness. Positive Behaviour for Learning supports a strong school focus on well-being.

As a result of a rigorous Situational Analysis and community consultation, the school has identified that the focus for our 2021-24 Strategic Improvement Plan centres around:

- Further developing the capacity of all staff to collaboratively design, implement and evaluate a consistent approach to quality teaching in numeracy.
- Building a consistent approach to student progress monitoring reading and numeracy across the whole school, incorporating the use of the Learning Progressions.
- Enhancing and building upon systems and practices to meet the needs of high performing and gifted students
- Supporting staff to develop opportunities and skills with collaborative and evaluative practice
- Implementing Wellbeing programs which are contextual.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students will become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Initiatives

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

- Initiative 1: Collective Efficacy in English and mathematics
- Initiative 2: A culture of Personalised Self-Directed Learning

Resources allocated to this strategic direction

Socio-economic background: \$6,574.12

Literacy and numeracy: \$27,998.40

QTSS release: \$41,831.24

Per capita: \$3,300.00

6100: \$8,800.00

Summary of progress

Accelerator Adopter

Throughout 2022 Lapstone Public school was involved as Accelerated Adopters for the trialing of the K-2 English and mathematics curriculum. During this time, staff that were involved in the trialing of the units of work worked closely with a curriculum advisor, who provided professional learning in the understanding of the curriculum as well as support in the unpacking of the units of work in both English and mathematics. As a result of staff indicating difficulty in the teaching of units within the the given timeframe and to allow opportunities for staff to be involved in deep discussion, school timetabling was restructured to allow staff to work collaboratively in the implementation of 5 weekly trial units and the monitoring and tracking of students progress., in the process of collecting data to feedback to the curriculum advisor. Further more to the the trail classes trialing the new curriculum all staff as part of a community of schools (Lapstone PS, Leonay PS and Blaxland PS), were involved in professional learning which was delivered by our curriculum advisor for all staff to develop an understanding of the English and mathematics curriculum. As a result of this professional learning all staff indicated a greater understanding of the new English and mathematics curriculum in readiness for K-2 staff implementing and 3-6 staff trialing the curriculum in 2023. A large quantity of resources were purchased to support the trialing and implementation of the new curriculum. Parent workshops were conducted to inform parents of the new English and mathematics curriculum.

In 2023 a future direction will be for K-2 staff to implement the new English and mathematics curriculum and for 3-6 staff to trail the curriculum. This will involve the purchase of further resources as well as utilising the appointment of an APCI to work with Assistant Principals and staff to develop their capacity in the teaching of the units. Further support and professional learning will be provided to all staff in the collection of data through the use of PLAN 2 to monitor and track student progress. Further opportunities will be provided for parents to engage with the new curriculum and how they can help their children at home.

High Potential Gifted Education

The school identified the need for all staff to be involved in a deeper understanding of how to cater for students that exhibited signs of being HPGE students. All staff engaged in professional learning on the Departments HPGE policy. The school focused on the importance of students being given the opportunities to reach their full potential within the different HPGE domains. This resulted in the development of a school HGPE policy and a school wide identification process which was inline with the school Learning Support Policy. The allowed for a consistent school wide approach in the identification of students and a clarity as to the process the school undertakes in supporting student needs. A further two staff completed the HPGE Leaders Professional Learning. One of the outcomes of this professional learning resulted in all staff completing a HPGE whole school assessment audit to investigate further directions. This resulted in the use of QTSS funds to release a Assistant Principal one day a week to work with Stage 2 and Stage 3 teachers in establishing learning centers to cater for HPGE students as well as building the capacity of staff. Further to this, a curriculum leader worked closely with staff ensuring that teaching programs reflected differentiation to cater for the different needs of students. The impact of this initiative has been staff are confident in the identification of HPGE students and how to cater for these needs within the class. Students have commented on their engagement in learning when they are involved in

the decision making for their own learning.

In 2023, in this initiative, we will continue to allow students to have further student voice in the direction for their own learning allowing all students to work to their full potential. We will investigate how we can provide further opportunities for students to engage in activities that this will develop students potential in a variety of areas, for example, Tournament of Mind, Math Olympiad, introduction of school tech leaders.

Learning Sprints

Throughout 2023 the school identified the need to develop further collaborative practice amongst staff. The implementation of Learning Sprints were introduced to facilitate this process. All staff members undertook professional learning on Simon Breakspear's Learning Sprints. Stage teams analysed summative and formative data to investigate a problem of practice in the area of writing. As stage collaborative groups staff implemented a 5 week sprint on an area of improvement identifying targeted groups of students and evidence based research to support the teaching strategies chosen. Embedded in weekly team meetings staff were involved in deep conversations as to the outcomes of their chosen strategies for their sprint and where to next. The impact of this initiative has been all staff were involved in authentic collaborative practices which targeted a specific teaching focus and students to improve teaching and learning practices. staff were able to engage with each other in a non threatening support manner reviewing evidence based research to improve student learning outcomes. All staff presented the results of their learning sprint and their future directs. All staff indicated this was an effective process for working collaboratively together.

In 2023, all staff will continue being involved in Learning sprints, identifying particular areas for student improvement. Building on from working in stages on learning sprints, staff will be given opportunities working across stages on identified learning sprints.

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
Reading - 7.3% uplift in the percentage of students achieving in top two bands (NAPLAN) in reading for the combined cohort of Years 3 and 5, compared to the system generated baseline.	82.93% of students achieved in the top two bands in NAPLAN reading indicating achievement exceeding the upper-bound system negotiated target by 14.63% and an increase of 24.76% from the baseline reading data.
Numeracy - 7.8% uplift in the percentage of students achieving in the top two bands (NAPLAN) in numeracy for the combined cohort of Years 3 and 5, compared to the system generated baseline.	48.78% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound system negotiated target and an increase of 0.94% from the baseline data.
Reading - 3.3% uplift of students achieving at or above expected growth in NAPLAN reading compared to the system generated baseline.	Expected growth cannot be calculated as NAPLAN reading was not conducted in 2020 and comparative student performance results are not available for 2022.
Numeracy - 5.7% uplift of students achieving at or above expected growth in NAPLAN numeracy compared to the system generated baseline.	Expected growth cannot be calculated as NAPLAN numeracy was not conducted in 2020 and comparative student performance results are not available for 2022.
Increase the percentage of Aboriginal Students achieving top 3 NAPLAN bands in reading to be above the school's lower bound system-negotiated target for all students.	It is noted that progress has been made towards achieving an increase in the percentage of students achieving in the top 3 NAPLAN bands in reading. Due to the small size of the cohort the percentage cannot be recorded individual student progress
Increase the percentage of Aboriginal Students achieving top 3 NAPLAN bands in numeracy to be above the school's lower bound system-negotiated target for all students.	It is noted that progress has been made towards achieving an increase in the percentage of students achieving in the top 3 NAPLAN bands in numeracy. Due to the small size of the cohort the percentage cannot be recorded individual student progress.

Minimum of 61 % of Yr. 3 and Yr. 5 students achieve in the top two bands in NAPLAN numeracy (upper bound system negotiated targets).

45% of Yr 3 and Yr 5 students achieved in the top bands in NAPLAN numeracy (upper bound system negotiated target 60.6%)

Strategic Direction 2: Evidenced Informed Practices

Purpose

To identify, develop and improve the skills of all staff to work collaboratively to develop and sustain evidence -informed strategies which inform teaching and learning programs, develop consistent judgement with internal and external assessment measures and to deliver explicit teaching to all students employing a visible learning approach.

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.

- School Collaboration -implementing Quality Teaching Rounds and Whole School Collaboration
- Refined Teacher Practice Through Coaching and Mentoring

Resources allocated to this strategic direction

Professional learning: \$12,925.00

Per capita: \$3,650.00

Summary of progress

Quality Teaching Rounds

The school delivered professional learning to all staff in the areas of the Quality Teaching Framework and introduced Quality Teaching Rounds, purpose and practice. All staff provided reflections and evaluations of their learning. Pre and post staff surveys indicated that teacher knowledge and understanding of the Quality Teaching Framework and its application had improved and this was evident in teacher programs and classroom practice.

Only one rotation of Quality Teaching Rounds occurred in 2022 as a result of the uptake from staff. This round consisted of 3 staff members across different stages and teaching programs. The staff indicated that they would like to be involved in future QTR's as they felt receiving feedback from their peers was beneficial in building their own capacity and being reflective in their teaching practice but also allowed them an opportunity to learn from their colleagues by witnessing what others are doing in their classes.

In 2023 further QTR's will continue to be implemented with all staff. As we will have a significant number of new staff, all staff will be involved in QTR professional learning.

Visible Learning

In 2022 Lapstone Public School continued its partnership with Corwin to complete professional learning on Visible Learning. All staff completed training with an intense focus on learning intentions and success criteria and goal setting. These were then evident in classroom practice in reading, writing and numeracy to varying degrees. While most teachers have a visual prompt for Learning Intention and Success Criteria (LISC) on display in their rooms, not all students are able to articulate these in all sessions and teachers need to further enhance these as an evaluative tool at the end of each lesson. All teachers established consistent goal setting with their students to prompt direction of future learning for all students. Majority of students were able to talk to their goals and what was required in their learning as to where to next. Students, staff and parents were involved in two learning conversations in 2022 whereby students spoke to and provided evidence to the achievement of their goals. The school leadership team engaged in two professional learning sessions. Session 1 reviewed current practices in the school and set a plan for collection of current data to drive future planning. Session 2 explored the data collected and allowed for the development of an action plan of implementation for 2023.

Using the High Impact Professional Learning elements to drive professional learning, staff engaged in more meaningful professional learning in 2022 staff sessions based on the What Works Best module 5 Assessment were developed and implemented across 3 afternoon sessions. Staff developed a deeper awareness of the importance of differentiated assessment aligned to NESA syllabus requirements and school scope and sequences.

Consistent implementation of Learning Intentions and Success Criteria in class and in programs, the development of learner dispositions and explicit, specific goal setting and timely quality feedback evident in all classrooms will be identified as focus areas for 2023.

Learner Dispositions

Whole staff have been involved in professional learning to unpack Learner Dispositions, and how they fit within the school vision. Staff undertook a survey about the characteristics and values which were considered important for students to have to be impactful in their learning. Student voice was encouraged by the formation of a student focus group to identify the values and characteristics that students needed to be good learners. Student and staff characteristics were compared and a set of 7 Learner Dispositions were identified. This resulted in the school engaging a graphic designed to work with students in the development of characters to reflect each learner disposition, which will be used in 2023 to further unpack with students what it means to be a learner. We were not able to move to the next step of sharing with staff and parent community due to staff members leading this initiative moving on to other school..

In 2023 we will continue with this initiative by sharing the Learner Dispositions and characters with the staff and school community. These dispositions and characters will be launched across the school. Staff will collaboratively write lessons to be unpacked with students throughout the year and to develop the language of what a learner is.. Students and staff will use these dispositions to develop a bespoke "Learning Pit" for Lapstone PS as well as using the Learner Disposition alongside Learning Intentions and Success Criteria as to the learning characteristics needed to complete various learning tasks.

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>Professional Growth</p> <p>100% of staff demonstrate an increasing level of knowledge, practice and professional engagement</p>	<p>100% of staff demonstrated an increase in their level of knowledge, practice and personal engagement in relation to professional learning</p>
<p>New Syllabuses:</p> <p>100% of K-2 staff demonstrate a deep understanding of new syllabus.</p> <p>100% of 3-6 staff participate in professional on the new 3-6 English and mathematics</p>	<p>100% of K-6 staff engaged in professional learning in the understanding of the new English and Mathematics Curriculum..</p>
<p>Improvement as measured by the the School Excellence Framework:</p> <p>Explicit Teaching and Feedback (Effective Classroom Practice) from S&G to Excelling</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the themes of explicit teaching and feedback within the element of effective classroom practice.</p>

Purpose

To encourage and support teachers and parents to collaboratively explore and identify, ways of teaching and learning to implement innovative teaching, assessment and reporting strategies to develop a significant learning and social emotional growth culture within the school community. Students are empowered to develop student agency in their learning.

Initiatives

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

- Inquiry Based Learning
- Enhance reporting and Assessment Process

Resources allocated to this strategic direction

Professional learning: \$2,550.36

Per capita: \$29,349.64

Summary of progress

Inquiry Based Learning

All staff completed a survey to indicate their understanding, knowledge and experience of what Inquiry Based Learning is and entails. Responses from staff indicated a negative perceptions. Responses included that students did not have the skills to participate in Inquiry. It was decided that this initiative be put on hold for 2023.

In preparation for the future implementation of this initiative in 2023 all school leaders participated in external professional learning in 2022 and the learning scope and sequence were reviewed and rewritten to incorporate Inquiry Based Learning.

In 2023, with a significant number of new staff, this initiative will be relaunched with new staff. All staff will undergo a survey to gain their understanding of Inquiry Based Learning. Staff will participate in professional learning incorporating our involvement in Creatable for 2023. All staff will implement one unit of work throughout the year using the Inquiry Based model.

Learning Conversations

Throughout 2022 Lapstone Public School school decided to implement 3 way learning Conversations to replace parent - teacher interviews. as a direct result of survey feedback received from parents indicating that they wanted more opportunities to be informed about their child's learning Learning conversations occurred twice a year, 20 minutes per session. students where involved in the process, outlining their learning goals and showing evidence to support the achievement of these goals and learning outcomes. All staff participated in professional learning in how to conduct 3 way learning conversations and a professional learning package was developed to support staff in the implementation of learning conversation. An information package was also produced for parents to communicate the expectations of 3 way learning conversations and the role of the student, staff and parent in the process. The impact of this initiative resulted in parent participation in learning conversations at over 85% at both sessions, with parents indicating that it was beneficial having their child being part of the meeting and speaking to their goals and where to next. Students indicated that even though it was a a little daunting do this for the first time they felt that it gave them more accountability over their own learning and they could see the connection as to the importance of goal setting.

In 2023, in this initiative, we will continue with 3 way learning conversations, focusing on students goal setting and tracking and monitoring of these goals throughout the year as well as developing a process for collection of student evidence of work.

Community Connections

In 2022, Lapstone Public School identified that more focus was needed in all staff engaging in and understanding Aboriginal Education. All staff engaged in professional learning by Aboriginal Well Being Officer in regards to DOE Policies. This resulted in the school conducting an audit on the the implications for implementation of Aboriginal perspectives in teaching and learning programs. The impact of this audit resulted in staff undertaking a review of teaching and learning programs and ensuring the embedding of aboriginal perspectives within units of work.

Personalised Learning Pathways were reviewed and a new template was developed and used for the development of Learning goals for our Aboriginal students. Staff consulted with students and parents to develop PLP's and the consistent monitoring of student outcomes. In consultation with Aboriginal Elders, students and parents a school acknowledgment of country was written and shared with the school community through the design of signage which is displayed in all areas of the school. Through shared consultation a yarning circle was design and constructed. Throughout 2023 further consultation will take place with our Aboriginal community and elders to complete a Bush Tucker garden to compliment the yarning circle.

This initiative will continue being built upon in 2023, focusing on all the students developing understanding of Aboriginal culture and language.

Kindergarten Transition

Established in 2022, was a Kindergarten Transition Program with the main priority being building connections with parents and Early Childhood Education Centre (ECEC's) in the local area. Local ECEC's were contacted to discuss and establish the needs they identified to formulate an effective transition from one learning environment to another. ECEC staff and parents were surveyed. As a result of the survey, in Term 3 and Term 4 ,Year 5 students from Lapstone Public School visited the local preschool and worked with the preschool students introducing to them various technologies and participating in a reading program The impact of this program facilitated the development of buddy relationship with Year 5 students and 2023 Kindergarten students before accessing school. An extended 7 week Kindergarten transition program was implemented in 2022 in readiness for attending school in 2023. The student transition program allowed for intense observation of students and communication with parents as to what to expect when students attend school.

In 2023, this transition program will be further expanded by developing closer relationships with Early Childhood Education Centres and working together to share information on student needs .

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>Increased and sustained student attendance at or above 90%.</p> <p>4% uplift in the number of students attending school 90% or more of the time, compared to the system generated baseline targets.</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 6.87%,however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.</p>
<p>Well-being</p> <p>Tell Them From Me student data in belonging shows 5% increase in a positive sense of well-being.</p>	<p>Tell Them From Me data indicates 83.88% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) and increase of 0.28% from the baseline data.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$87,671.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lapstone 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 <p>The allocation of this funding has resulted in the following impact: The learning of students has been enhanced as indicated in Individual Education Plans and PLAN 2 data. Students attendance has shown improvement as a result of the strategic support offered by the school</p> <p>After evaluation, the next steps to support our students will be: Continue to employ SLSO's to work with individually targeted students and small groups to support identified learning and developmental needs.</p>
<p>Socio-economic background</p> <p>\$6,574.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lapstone 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"> • Initiative 1: Collective Efficacy in English and mathematics <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 [program] to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Resources were purchased and were distributed to all classes. Teachers reported that decodable books purchased helped support learning from new English and Mathematics curriculum.. Release time allowed staff to work collaboratively together to gain further understanding of the new curriculum as staff were trialing units of work</p> <p>After evaluation, the next steps to support our students will be: In 2023, further resources will be purchased to support the implementation of English units of work K-2 as well as reading resources targeting students 3-6.</p>
<p>Aboriginal background</p> <p>\$2,260.38</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lapstone 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$2,260.38</p>	<ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Personalised learning plans were written in consultation with parents and students and program where developed to support the learning and cultural awareness of our Aboriginal students. These plans were facilitated by a designated staff member working with class teachers in the development of these plans. Consultation with ACEG members allowed the students to write and design a school Acknowledgment of Country and a yarning circle.</p> <p>After evaluation, the next steps to support our students will be: All staff will continue to be involved in professional development in the area of Aboriginal Culture and Language. Aboriginal students will continue working with Aboriginal elders in developing a bush tucker garden.</p>
<p>English language proficiency</p> <p>\$11,428.35</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lapstone 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 equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: All EALD students have made progress within the EALD progressions. time was allocated for staff member to help provide resources for class teachers to use in the class with EALD students.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to be employed to provide support for EALD students in the implementation of the new English and Mathematics curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$74,148.33</p>	<p>Low level adjustment for disability equity loading provides support for students at Lapstone 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"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Through PLAN 2 data and class formative and summative assessment evaluation all students have made improvements in their learning and behaviour.</p> <p>After evaluation, the next steps to support our students will be: The school will contain same practice in 2023 to support student development and learning needs.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$15,475.36</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lapstone 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"> • Refined Teacher Practice Through Coaching and Mentoring • Inquiry Based Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff participation in Visible Learning professional learning <p>The allocation of this funding has resulted in the following impact: All staff developing a deeper understanding of Learning Intentions and Success Criteria and their use in the classroom to deliver explicit teaching</p> <p>After evaluation, the next steps to support our students will be: All staff will continue in Visible Learning PL in the area of feedback</p>
<p>Literacy and numeracy</p> <p>\$27,998.40</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lapstone 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"> • Initiative 1: Collective Efficacy in English and mathematics <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: All K-2 staff have had professional learning in the area of reading and the new English and Mathematics curriculum. Staff collaborated together in the trailing and implementation of new units of work in English and Mathematics.</p> <p>After evaluation, the next steps to support our students will be: Continuation of providing staff collaboration time to work with colleagues to unpack units of work and continuing to purchase high quality text for implementation of units.</p>
<p>QTSS release</p> <p>\$41,831.24</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lapstone 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"> • Initiative 2. A culture of Personalised Self -Directed Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Staff engagement in professional learning on HPGE policy. and have developed a greater understanding on how to cater for HGPE students. Staff provided opportunity to team teacher to develop capacity in differentiation of learning activities.</p> <p>After evaluation, the next steps to support our students will be: Same practice will continue to further develop staff capacity to cater for</p>

<p>QTSS release</p> <p>\$41,831.24</p>	<p>HPGE students.</p>
<p>COVID ILSP</p> <p>\$31,467.00</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"> • providing intensive small group tuition for identified students who were... • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in the following impact: Benchmarking data indicated that all targeted students showed growth on average of 8 reading levels. An increased ability to use decode strategies also improved in all students which resulted in students being more fluent in their reading. Students who were targeted in small group math intervention focusing on number fluency and mental computation.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ SLSO's to target individual students in the area of literacy and numeracy. Also Minilit Sage will be implemented in 2023..</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	121	110	110	99
Girls	125	112	112	100

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.0	98.3	94.5	92.2
1	93.4	96.1	95.4	91.3
2	95.0	96.1	94.1	91.3
3	93.3	95.8	94.8	92.0
4	93.6	96.2	93.6	90.6
5	95.6	95.1	93.6	90.9
6	93.6	97.0	93.7	91.3
All Years	94.2	96.4	94.2	91.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	6
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.42

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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	207,076
Revenue	2,197,471
Appropriation	2,058,725
Sale of Goods and Services	3,197
Grants and contributions	132,377
Investment income	2,973
Other revenue	200
Expenses	-2,349,332
Employee related	-1,995,834
Operating expenses	-353,498
Surplus / deficit for the year	-151,860
Closing Balance	55,215

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	87,671
Equity Total	94,411
Equity - Aboriginal	2,260
Equity - Socio-economic	6,574
Equity - Language	11,428
Equity - Disability	74,148
Base Total	1,705,517
Base - Per Capita	56,095
Base - Location	0
Base - Other	1,649,422
Other Total	98,601
Grand Total	1,986,201

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

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Students in Years 4, 5 and 6 completed the Tell them From Me (TTFM) survey in Term 1. Students again completed the same survey at the end of the year, along with parents and teachers.

In total 95 students provided data in the 2022 TTFM survey. Their responses are presented below.

Students with positive behaviour at school:

97% of students indicated that they demonstrated positive behaviour, 13% above the NSW Government norm.

Students value schooling outcomes:

- Students strongly believe that school staff have high expectations for all students to succeed. This driver of student outcomes has been on a positive trajectory for the past three years. 96% of students stated they expect to go to university after they complete high school.
- 98% of students believe that teachers refer to prior learning experiences by asking questions and explaining things that have been taught before. This is to ensure students have a clear understanding of content, so they can make connections when engaging in new learning experiences. Students believe that important concepts are taught well, class time is used efficiently, and instruction is well organised. Clear, purposeful and immediate feedback support student learning.
- Students strongly agree that they have someone at school who consistently provides encouragement and can be turned to for advice and support. They feel teachers are responsive to their needs and encourage independence within a democratic approach.
- 94% of students say they feel accepted and valued by their peers and others within the school.
- 97% of students have a clear understanding of what bullying is and know where they can go for help if they experience any form of bullying. 16% of students have stated they have experienced some form of bullying. This number is below that of the NSW Government norm. 97% of students state they are treated with fairness and respect.

The Parent responses provided us with the following information:

There was a consistent response from parents when completing TTFM survey in 2022. Parents indicated they feel welcome when they visit the school, which was 5% higher than the NSW Government norm. Parents were very satisfied with the communication from the school and their ability to contact their child's teacher or principal when needed.

The responses provided us with the following information:

- Parents believe that our school supports learning, scoring above the NSW Government norm. They strongly believe that our teachers take account of their child's needs, abilities and interests and show an interest in their child's learning.
- Lapstone Public School is considered an inclusive school by its parent community who acknowledge staff take an active role to ensure that all students are included in all school activities and offer additional support as needed.
- Parents continue to acknowledge that school supports positive behaviour, once again surpassing the NSW Government mean score. Most stated that their child is clear about the school rules and feel teachers maintain control over the learning environment.
- Parents feel that students are safe at school due to staff dealing with issues in a timely manner and implementing preventative measures.

The 2022 TTFM Teacher Survey had 16 respondents who provided the school with the following information. The data in 12 main areas reflected positive consistency in the level of teacher satisfaction, with most areas scoring higher than the NSW Government norm.

Teacher responses provided us with the following information:

- Teachers strongly believe that school leaders have helped them create new learning experiences for students and discussing these strategies with their colleagues have helped to increase student engagement.
- 100% of staff indicated that whole school professional learning resulted in an increase in knowledge of resources to support the teaching of Aboriginal and Torres Strait Islander students.
- Teachers have clear expectations for classroom behaviour and set high expectations for learning. They believe that they discuss the learning goals for most lessons and that they monitor the progress of individual students. Teachers use data from formal assessment tasks to inform their lesson planning.

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.