

2023 Annual Report

Lavington Public School



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Introduction

The Annual Report for 2023 is provided to the community of Lavington 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

To deliver sustained and measurable whole school improvement through student-centred and evidence-based approaches to learning, teaching and wellbeing.

School context

Lavington Public School is a K-6 suburban school, located four kilometres north east of Albury. The school is situated on Wiradjuri country, adjacent to Bungambrawatha Creek.

Lavington Public School has 433 students, across 18 classrooms, and approximately 50 staff. There has been a significant increase of 43% in school enrolments over the last five years. Our students come from a diverse community, with families primarily coming from a suburban background, with a nearby rural influence. Our families have a broad variety of socioeconomic status, cultural and linguistic backgrounds, and family configurations. The school brings together a rich tapestry of all-ability and neurodiverse learners requiring a broad range of adjustments to meet their individual learning needs. Approximately 23% of the school population has a language background other than English, and approximately 15% of students identify as Aboriginal or Torres Strait Islander.

We have collaborated with our school community who support the three Positive Behaviour for Learning values - Safety, Respect and Responsibility. Our community expects all students receive educational experiences and learning opportunities that foster high expectations, inspiring students to achieve their potential. Lavington Public School's dedicated staff are committed to providing a quality education for all students within a stimulating and caring environment, where teaching and learning thrives, and each individual can flourish.

Lavington Public School has a comprehensive orientation program to introduce kindergarten students into the school, and Year 6 students into high school. The school has a successful dance troupe, junior and senior choirs, a highly successful public speaking program, a growing music program, a strong technology focus, Opportunity Class, High Potential and Gifted program, STEM program, Hands On Learning program, and an active leadership development program to support our Student Representative Council. Lavington has always been a strong sporting school, offering a wide variety of sporting competitions, representative and skill development opportunities.

Lavington Public School continues to develop partnerships with neighbouring pre-schools, high schools and external support providers. The school houses an Out of School Hours Care facility on site and has numerous partnerships with local charities and non for profit organisations.

The school is set on spacious and well-tended grounds and is continually developing its infrastructure to ensure that students learn in a safe, pleasant and engaging environment where a sense of belonging is created for all.

After a thorough situational analysis, the executive team, in collaboration with all stakeholders, will lead three major strategic directions throughout this school planning cycle. These include: the expert use of assessment and data, both flexibly and responsively, to ensure student growth targets are exceeded, building on the deep knowledge and understanding of curriculum and evidence-based teaching practices to support high expectations for student learning, and lastly, enhancing our procedures and processes for wellbeing and community engagement.

The school receives additional funding to support individual students, for example, students from a low socio-economic background, students requiring support to develop their English language proficiency, students from an Aboriginal background and students who require adjustments for disabilities.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To build strong foundations for success in reading and numeracy, and meet the learning needs of all students, so that student engagement and learning outcomes are maximised, and expected growth is achieved.

Initiatives

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

- Assessment
- Data Skills and Use

Resources allocated to this strategic direction

Integration funding support

Aboriginal background

Low level adjustment for disability

English language proficiency

Socio-economic background

Summary of progress

In 2023, the focus of the initiatives 'Assessment' and 'Data Skills and Use' was to implement consistent school-wide practices for assessment and data use, to monitor achievement and growth, plan for differentiated teaching, and report accurately on student learning.

After undertaking extensive refinement of the whole school assessment plan at the end of 2022, the focus in 2023 was on providing professional learning for new assessments and implementing the schedule with fidelity. 'How to' documents for all assessments and data spreadsheets for each assessment were developed, automatically identifying student need based on the traffic light colours associated with the tier each student was achieving at.

As a result, a more consistent approach to assessment and data collection was achieved, enabling leaders to begin robust data discussions with teachers during stage meetings, planning days, staff development days, and other informal opportunities. The impact at the end of 2023 was that a higher percentage of staff conversations were more learning-based, student-centred and geared towards where to next in learning.

In 2024, the focus will be on further building the capacity of staff and leaders to embed evidence-based assessment tools in literacy and numeracy, and supporting staff to become more data literate through collaborative data analysis opportunities. High quality professional learning on assessment for, as and of learning will be delivered. This will create more opportunities for teams to have robust conversations about student learning, including what supports leaders, teachers and students require to effectively differentiate learning, so that all students are learning at their individual point of need, and achieving their potential.

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 mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by 1.6%.
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 5.6%.

Strategic Direction 2: Quality Teaching

Purpose

To ensure all students can access and fully participate in learning, supported by reasonable adjustments and evidence-based teaching strategies tailored to meet individual needs, and achieve excellent value added results.

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.

- Curriculum Reform
- Collaborative Practice and Feedback

Resources allocated to this strategic direction

AP Curriculum & Instruction

Beginning teacher support

Professional learning

Per capita

QTSS release

Location

Summary of progress

In 2023, the focus of the initiatives 'Curriculum Reform' and 'Collaborative Practice and Feedback' was on leaders working with staff to continue building knowledge of the new curriculum and its implementation. This involved providing staff with a comprehensive Professional Learning Action Plan, with a major focus on mathematics, to enhance teachers' understanding of key mathematical concepts, 'The big ideas in mathematics'. A key staff focus also involved embedding explicit systems to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

This involved mathematics professional learning aligning to the identified needs of teachers and students. Processes were introduced to allow teachers to collaborate, be challenged by expert input and deepen curriculum knowledge through clear and effective communication and practices. Teachers established connections between the professional learning and the changes in the new mathematics syllabus K-6 and how these differences require a consistent approach in the teaching of mathematics across K-6. This led to teachers beginning to use consistent language within classrooms and using a range of Number Sense routines to strengthen flexibility in mental strategies for all students. The professional dialogue changed throughout the year as staff aligned with the professional learning and student learning needs. Embedded in this were lesson observations as a collaborative approach to providing feedback to colleagues and enhancing explicit teaching in the classroom. The leadership team developed and planned a framework to support and enable teachers to be active learners in their practices and processes. As a result, teachers used these observations and professional dialogue to deepen understandings of mathematical concepts and pedagogical moves to support student progress and future directions.

In 2024, the focus will be further building capacity in the art of explicit teaching through the consistent implementation of the new curriculum and a focus on structured literacy across the school. This will include the implementation of the DIBELS assessment, which is a set of procedures and measures for assessing the acquisition of literacy skills. The school will maintain and embed number sense routines consistently throughout the school, in addition to following the newly developed Lavington Public School Literacy and Numeracy Strategies. This will support further improvement towards a whole school approach to ensure the most effective evidence-based teaching methods are used to optimise learning progress for all students across the full range of abilities.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
In accordance with the School Excellence Framework, the school will advance to 'Sustaining and Growing' in	Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the element of learning and development.

the element of 'Learning and Development' (Teaching Domain).	
In accordance with the School Excellence Framework, the school will advance to 'Sustaining and Growing' in the element of 'Effective Classroom Practice' (Teaching Domain).	Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the element of effective classroom practice.

Strategic Direction 3: Wellbeing and Community Engagement

Purpose

To develop a strategic and planned whole school approach to wellbeing and community engagement processes that support all students to connect, succeed, thrive and learn.

Initiatives

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

- Wellbeing
- Community Engagement

Resources allocated to this strategic direction

New Arrivals Program
Refugee Student Support
Socio-economic background
Aboriginal background

Summary of progress

In 2023, the focus of the initiatives 'Wellbeing' and 'Community Engagement' was on delivering and implementing evidence-informed professional learning, and building the capacity of leaders to work with staff on the consistent implementation of systems and practices related to student behaviour, attendance, wellbeing and learning support.

This involved a review and evaluation of Positive Behaviour for Learning (PBL) systems which led to a relaunch of PBL at the end of Term 1. PBL coach/mentors were trained and clear processes for behaviour, including documentation, posters, flowcharts and new individualised Behaviour Management Plans were introduced. A variety of wellbeing programs were put in place for students, including Managing the Bull, Rage and DRUMBEAT, Boys to the Bush and Girls' Group. In addition to this, a new Multicategorical Support Class, Reflection Room and Sensory Space were established to promote restorative practices, transition, inclusion and engagement.

A variety of new outdoor learning spaces were also developed, including a community cooking area, multipurpose courts, handball and chess spaces, and the continued development of Bungambrawatha Creek as an outdoor learning space. Multiple opportunities for consultation and collaborative design with community groups were provided, including: the Parents and Citizens association, Bungambrawatha Parent Group, community members from a culturally and linguistically diverse background, Albury City Council, and parents and carers. We continued to build community engagement, with a focus on learning and wellbeing, by providing parents and the community with more opportunities to engage in workshops, including Attention-Deficit Hyperactivity Disorder (ADHD) workshops and National Disability Insurance Scheme (NDIS) Connect sessions for parents. A new off-class Assistant Principal, Learning and Wellbeing, position was also established to support the wellbeing of students and staff.

Our new approach to student wellbeing led to a decrease in negative incident reports. The restructure of our Learning Support Team led to a significant increase in Integration Funding Support (IFS) for students in mainstream classes. Staff have indicated they have increased confidence in behaviour processes and improvement in wellbeing support and professional learning. Self-assessed school growth in the Schools Excellence Framework theme of 'Behaviour' (Wellbeing element) moved from Delivering to Sustaining and Growing which was also a highlight. Stronger partnerships were built with our local Aboriginal Education Consultative Group (AECG) and our Bungambrawatha Parent Group.

In 2024, the focus will be on providing further professional learning and building staff capacity in the areas of Trauma Informed Practice and Verbal and Safety Intervention strategies. Our aim will be to embed our newly developed wellbeing procedures with fidelity, and make ongoing improvements through evaluative practice. We will also begin a trial on a social-emotional learning program.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

Uplift of 5.7 - 9.7% in students reporting positive wellbeing (sense of belonging, advocacy and expectations for success), from a baseline of 77.3%.	Positive wellbeing outcomes have decreased by 7%.
Uplift of 5.1 - 9.1% in students attending school 90% of the time or more, from a baseline of 71.9%.	Students attending 90% of the time or more increased by 16%.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$9,352.52</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing for targeted interventions to support student learning, linking to student wellbeing. • Intensive English language and learning support to increase educational outcomes for students. • Additional staffing to map individual students against the EAL/D progressions. • Increased collaboration across the EAL/D network. • Provision of essential equipment to facilitate active participation in school activities. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Improved educational support for EAL/D students resulting in an increase in students feeling secure and confident at school. - Introduction of the STARTTS group to support refugee families. - Additional support for students who have high-level learning needs, and targeted support to students, including mentoring and tutoring. - Parents/carers and support workers reported confidence in our staff and systems when engaging with the school. - Partnerships between the school, parents/carers and EAL/D students have been strengthened. - Increased collaboration and relationship building with our Albury EAL/D networks and community groups, including Red Cross, which has assisted in increased attendance for our EAL/D students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continuing to employ bilingual School Learning Support Officers to support students. - Continuing to engage with the STARTTS program into 2024. - Enhancing relationships with culturally and linguistically diverse parents, targeting the Syrian and Congolese communities due to a high number of families moving into the area. - Promoting Multicultural Education, including Harmony Week and Refugee Week, and increasing community support and interaction. - Embedding the use of interpreters, including staff and the Telephone Interpreter Service, within all home/school communication processes. - Continuing to engage an EAL/D support teacher. - Improving professional development and consultation regarding program development and wellbeing.
<p>New Arrivals Program</p> <p>\$72,931.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Lavington 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"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling

<p>New Arrivals Program</p> <p>\$72,931.00</p>	<ul style="list-style-type: none"> • Employing a specialist teacher to provide intensive English language support focusing on student attendance by educating parents and students on the importance of attendance at school. • Employing a specialist teacher to provide parents with links to support outside of school hours to enhance student wellbeing. • Employing a specialist teacher to review our procedures, programs, systems and processes for EAL/D students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Intensive and coordinated educational and wellbeing support for our EAL/D students and their families. - Improved language development for our EAL/D students with increasingly successful participation in schooling. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Providing professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible. - Assisting all students with a refugee background to progress to the next phase of English learning proficiency to meet the National Minimum Standards.
<p>Integration funding support</p> <p>\$351,011.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lavington 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"> • Assessment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional SLSO staffing to assist students with additional learning needs, identified after review of whole school wellbeing processes. • Additional Learning and Wellbeing staff to consult with external providers for the implementation of speech, occupational and behavioural therapy. • Employment of staff to provide additional support for students who have high-level learning needs. • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). • Intensive learning and behaviour support for funded students. • Review of school processes by the Learning and Support team to reduce the number of negative wellbeing and behavioural incidents across the school. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The employment of School Learning Support Officers (SLSOs) to assist students with individualised learning and support needs, and release funds for teachers to attend support meetings and complete individualised planning. - A calmer and more learning focused learning environment where student learning and wellbeing needs are catered for. - All eligible students demonstrating progress towards their personalised learning goals. - All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Formally incorporating integration fund decision making into the Learning and Support Team meeting agenda to ensure funding use is regularly reviewed. - Making regular adjustments to learning support throughout the year in response to students' Personalised Learning and Support Plan (PLSP) reviews, ensuring funding is used to specifically address each student's

<p>Integration funding support</p> <p>\$351,011.00</p>	<p>support needs.</p> <ul style="list-style-type: none"> - Continuing the employment of School Learning Support Officers (SLSOs) to assist with PLSPs in the classroom. - Providing release for a classroom teacher and SLSO to liaise with an expert teacher in the Albury network who has skills and experience with specific behavioural, learning, therapy and wellbeing training. - Liaising with an external department approved therapist to assist in planning and implement teaching strategies across the school day, targeting student wellbeing. - Providing additional learning adjustments for student learning, implemented with the assistance of an SLSO.
<p>Socio-economic background</p> <p>\$427,383.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lavington 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"> • Assessment • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support classroom teachers in engaging with students in a positive, safe and stimulating learning environment that is conducive to learning. • Employment of additional staff to support targeted student activities in smaller groups where there is a sense of urgency for improvement in their learning. • Provided students without economic support for educational materials, uniform, equipment and other items through our student welfare program. • Review of parental information to support funding for students with additional literacy, numeracy and wellbeing needs. • Fostered a culture of high expectations across all key learning areas. • Provided teachers with additional ongoing professional development around explicit instruction, wellbeing, feedback and high expectations to build teacher capacity. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Additional classroom teaching staff, learning and support teachers and School Learning Support Officers (SLSOs). - Additional human resources in learning support allowed for more small group learning opportunities for students ineligible for integration funding. - Additional release provided for classroom teachers to evaluate data, identify student learning needs and better inform teaching practice. - Additional release provided for Assistant Principals to plan a collaborative approach for their stage with programming and assessment. - Assistant Principals used evidence based data to drive stage based planning, utilising Scout reporting and analysis. - The introduction of data walls through professional development with departmental experts. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continuing to engage a wellbeing teacher off class to support student behaviour and attendance. - Continuing to improve the effectiveness of our Learning Support Team to support our trajectory towards achieving targets in literacy and numeracy. - Continuing to build teacher capacity in the use of SCOUT, data literacy and the analysis of NAPLAN/Check-in to identify areas of strength and improvement. - Continuing to provide a safe, positive and stimulating learning environment that is conducive to learning. - Implementing workshops to enable parents to actively support their child's individual learning and development at home. - Completing an annual review of parental information to provide accurate funding for students with additional literacy, numeracy and wellbeing needs.

<p>Aboriginal background</p> <p>\$80,907.54</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lavington 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"> • Assessment • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional teacher to work as a part-time Literacy and Numeracy mentor with students performing below the expected stage level. • Community consultation and engagement to support the development of cultural competency. • Employment of specialist additional staff (SLSO) to support Aboriginal students. • Employment of specialist additional staff (LaST) to support 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:</p> <ul style="list-style-type: none"> - Additional release time for staff to ensure Personalised Learning and Support Plans (PLSP) were collaboratively developed, implemented and reviewed. - Greater community consultation and engagement was achieved through our Aboriginal Community Liaison Officer, Aboriginal Community Groups (Bungambrawatha Parent Group, AECG and Elders) and our P&C. - All students participating in First Nations cultural workshops run by Aunty Ruth Davys. - Development of the Bungambrawatha Creek nature area as an outdoor learning space. - Employment of additional staff, including a teacher and a School Learning Support Officer, to deliver personalised support for Aboriginal students. - Participation in relevant professional learning, including courses focusing on Aboriginal cultural education. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Engage a literacy and numeracy focused position to deliver differentiated and personalised support for students identifying as Aboriginal or Torres Strait Islander. - Creating more opportunities for authentic conversations with Aboriginal families of students enrolled at our school. - Investigating the engagement of an Aboriginal Education Officer to facilitate improved community engagement. - Liaising with the local AECG to creating school literacy resources that embed local language. - Developing new signage to reflect our Acknowledgement to Country. - Building teacher capacity to ensure all staff are culturally competent and Lavington Public School is culturally responsive, acknowledging connections to our local Aboriginal culture. - Collaborating with the Albury Network to enable every student to understand the heritage and culture of our Aboriginal Peoples, and on whose land we live. - Focusing on specific initiatives to boost student attendance.
<p>English language proficiency</p> <p>\$100,929.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lavington 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"> • Assessment

<p>English language proficiency</p> <p>\$100,929.80</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional bilingual staff to support communication. • Withdrawal lessons for small group (developing) and individual (emerging) support. • Additional staffing for intensive support for students identified in beginning and emerging phase. • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • Employment of additional bilingual staff to support communication. • Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. • Supporting families with communication and engagement in all school activities and programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Supporting the English language learning of EAL/D students at Lavington Public School. EAL/D teaching staff provided professional learning for teachers, and additional funding was allocated to employ a School Learning Support Officer (SLSO) who provided bilingual support. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Providing additional teaching time and additional SLSO time for planning and learning support. - Continuing to build teacher capacity by engaging experts from a variety of sources to provide targeted professional learning. - Engaging an additional learning and support teacher to work with individual students in a case management role. - Continuing to grow and enhance our Cultural Education Team, with a focus on increasing support for students, teachers and families.
<p>Low level adjustment for disability</p> <p>\$230,537.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Lavington 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"> • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • Providing support for targeted students within the classroom through the employment of SLSO's. • Providing teachers with additional release time to plan for adjustments, differentiation and personalised plans. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Funding was used to provide support to students with additional learning support needs in the classroom and playground. It was also used to build on existing programs and procedures, related professional learning and program coordination. - Funding an additional learning and support teacher ensured that the individual needs of all students were catered for through their Personalised Learning and Support Plans and adjustments. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Providing additional professional learning and the employment of additional School Learning Support Officers to support student engagement and wellbeing in the classroom. - Providing teachers with additional time for individualised planning. - Developing a learning and support program in collaboration with classroom teachers to build capacity in meeting the wellbeing and academic needs of

<p>Low level adjustment for disability</p> <p>\$230,537.07</p>	<p>identified students.</p> <ul style="list-style-type: none"> - Continuing to employ an additional learning and support teacher to support and advise teachers on differentiation, adjustments and personalised planning for students. - Engaging the services of a speech pathologist to screen and assess students, developing and overseeing programs for students with identified literacy acquisition needs.
<p>Location</p> <p>\$2,598.72</p>	<p>The location funding allocation is provided to Lavington Public School to address school needs associated with remoteness and/or isolation.</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"> • Curriculum Reform <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Incursion expenses. • Technology resources to increase student engagement. • Consumables and classroom resources. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Subsidising incursions, making them more accessible for all students. - Enhanced operations, resources and technology in our school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continuing to subsidise incursions. - Utilising funding for buses for inter school activities, such as debating, public speaking and team sports.
<p>Professional learning</p> <p>\$35,958.41</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 Lavington 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"> • Curriculum Reform <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Supporting staff in the use of Essential Assessment through modelled lessons, team teaching and targeted professional learning. • Engaging classroom teachers on a casual basis throughout 2023 to replace staff on professional learning. • Utilising funds to engage an organisation to provide CPR and Anaphylaxis training to all staff. • Engaging a specialist teacher to unpack evidence-based approaches to teaching literacy and numeracy. <p>Upskilling staff in evidence-based reading and spelling through modelled lessons, team teaching and targeted professional learning with Jocelyn Seamer.</p> <ul style="list-style-type: none"> • Utilising funds to provide training to staff in effective behaviour management. • Teacher and SLSO participation in the Albury/Hume Learning Forums, involving differentiated professional learning and collaboration opportunities for staff in all roles. • Training SLSOs in a variety of evidence-based MultiLit programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased capacity of our teaching staff to address wellbeing needs identified within our student cohort. - Increased capacity of our teaching staff to implement effective strategies in the teaching of literacy and numeracy, resulting in improved internal student results.

<p>Professional learning</p> <p>\$35,958.41</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Further training to build the capacity of our SLSOs in behaviour management strategies. - Ongoing engagement of literacy and numeracy experts to build the capacity of staff in evidence-based practices that accelerate student learning. - Identify personalised and targeted professional learning from staff PDP's.
<p>QTSS release</p> <p>\$84,751.49</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lavington 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"> • Curriculum Reform <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. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Additional release for executive staff to lead strategic directions within the Strategic Improvement Plan, including the development of activities and correlated stage plans. - Additional release time for executive staff to lead Learning Support, Positive Behaviour for Learning, Aboriginal Education, Multicultural Education and High Potential and Gifted Education. This has led to a calm, orderly and smooth running school where learning and student wellbeing are placed at the centre of all decisions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continuing additional release time provided to executive staff, to improve teaching quality and enhance professional practice, ensuring that all students benefit from high quality teaching, learning and wellbeing practices that best meet the full range of student needs. - Continuing to build on improvements to our Positive Behaviour for Learning program, after re-launching the program in early 2023. - Providing additional release for staff to participate in regular lesson observations and feedback related to our new Literacy and Numeracy Strategies.
<p>COVID ILSP</p> <p>\$166,899.48</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. • Providing targeted, explicit instruction for student groups in literacy and numeracy. • Leading/providing professional learning for COVID educators. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Engaging two classroom teachers to provide targeted small group support for students whose learning was affected by COVID disruptions. Each group involved up to five students and occurred three times a week. Feedback

<p>COVID ILSP</p> <p>\$166,899.48</p>	<p>was provided to teachers, parents and students on their learning and growth. PLAN 2 was used by teachers and COVID Intensive Learning Support.</p> <ul style="list-style-type: none">- Program educators for their ongoing progress monitoring and recording. The program was monitored twice a term to demonstrate progress towards improving the learning outcomes of students participating in the program. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none">- Continuing to engage two classroom teachers to provide targeted small group support to students. Each group will involve up to five students and will occur three times a week.
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	233	241	234	217
Girls	202	198	199	190

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.8	90.9	85.1	88.2
1	93.7	92.0	84.2	86.9
2	92.8	91.5	86.0	89.4
3	93.1	90.3	85.9	85.4
4	92.1	93.0	84.7	89.8
5	91.8	90.5	86.3	85.3
6	87.8	88.9	82.5	85.9
All Years	92.0	90.9	84.9	87.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	16.26
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher EAL/D	0.4
School Administration and Support Staff	5.14

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	436,921.25
Revenue	5,801,337.92
Appropriation	5,665,223.02
Sale of Goods and Services	2,714.32
Grants and contributions	126,057.52
Investment income	6,943.06
Other revenue	400.00
Expenses	-5,903,289.64
Employee related	-5,151,674.57
Operating expenses	-751,615.07
Surplus / deficit for the year	-101,951.72
Closing Balance	334,969.53

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.

	2023 SBAR Adjustments (\$)
Targeted Total	236,258
Equity Total	839,758
Equity - Aboriginal	80,908
Equity - Socio-economic	427,384
Equity - Language	100,930
Equity - Disability	230,537
Base Total	3,466,656
Base - Per Capita	114,259
Base - Location	2,599
Base - Other	3,349,798
Other Total	403,490
Grand Total	4,946,161

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 as part of the ongoing consultation and feedback processes for the implementation of our Strategic Improvement Plan. Feedback and the opinions of all members of our school community was sought throughout 2023 through P&C meetings, focus groups, written feedback and surveys.

Lavington Public School recognises and values the importance of student, parent and teacher feedback as a major aspect to inform future planning for continuous improvement in our school. During 2023, Lavington Public School conducted the suite of Tell Them From Me surveys for parents, teachers and students to gather data about our school. Results are provided below in percentages.

Parent/caregiver Satisfaction

The 'Partners in Learning' parent survey is part of the Tell Them From Me suite of surveys that schools use to help measure student engagement and wellbeing. The parent survey helps Lavington Public School to clarify and improve the important relationship between parents and our school. An area of strength identified from the 2023 survey included 100% of parents surveyed feeling strongly that if there were concerns with their child's behaviour, learning or wellbeing at school they would be contacted by a staff member. This is an increase of 6% from parents surveyed in 2022. Based on results gathered through the survey, an average of 98% of parents feel welcome when they visit Lavington Public School, are well informed and can access clear written information. This positive result is a consequence of increased efforts by Lavington Public School to develop parent information nights, boost the number of parents participating in parent teacher meetings and encouraging classroom teachers to contact parents early if they identify any concerns. Building strong ties with the school community will continue to be a focus in 2024. The school leadership team have considered the results and are committed to ensuring parents are informed about school activities and their child's social and emotional development and behaviour at school. Overall results indicate that the school community is satisfied with the school's practices and effectiveness in supporting student achievement and wellbeing.

Student Satisfaction

The Tell Them From Me student survey is based on the most current research on school and classroom effectiveness. Results from the Tell Them From Me survey compare our score with the average score for all NSW Department of Education schools. Only students in Years 4-6 complete the survey. In 2023 there were 136 respondents. The survey provides Lavington Public School with an insight to guide school planning and identify school improvement initiatives. The Primary Student Engagement Report indicated that 82% of students know how to seek support if they, or their friends are being bullied. This is an increase of 4% from 2022. Survey findings also include 79% of students display positive behaviour at school and do not get in trouble at school for disruptive or inappropriate behaviour (NSW Govt norm 81%) and, 91% of students report they have medium to high perseverance levels, the extent which they can pursue their goals to completion, even when faced with obstacles (NSW Govt Norm 90%). The school leadership team have considered the results and are committed to ensuring a positive learning climate and focusing on increasing explicit teaching practices and staff advocacy on behalf of students.

Teacher Satisfaction

The 'Focus on Learning' teacher survey is a self-evaluation tool for schools to reflect on the 'Eight Drivers of Student Learning' that research has shown to have the biggest impact on student learning. These include: Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement. The staff survey identified overcoming obstacles to learning and quality feedback as areas of growth in 2024. Areas of strength indicated by staff were planned learning opportunities and providing challenging and visible goals for student learning. This positive result is in large part due to extensive staff professional development in 2023 under the Mathematics Specialisation in Primary Schools Initiative, and our work with a literacy expert to model and provide professional learning on evidence-informed phonics and spelling lessons. The school leadership team have considered the results and are committed to improving communication channels and providing quality feedback within our school.

Lavington Public School determines future action for school planning and school improvement measures using the findings from these surveys.

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.