

2023 Annual Report

Lindsay Park Public School



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Introduction

The Annual Report for 2023 is provided to the community of Lindsay Park Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

At Lindsay Park Public School staff, parents, students and the community work in partnership to strengthen learning and wellbeing that sustains continual school improvement. We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to empower students to be reflective, motivated and connected learners through excellence in teaching within a positive environment where every student is known, valued and cared for.

School context

Lindsay Park Public School is located in a quiet, residential area of West Wollongong. The leafy setting provides a welcoming learning environment for students. Our motto, 'Learning for Living,' is central to the philosophy of the school and is underpinned by the expectations of 'Be Kind, Work Hard'. The school is focused on providing explicit, evidence-based learning opportunities that enable every student to be valued and challenged to achieve their best.

Lindsay Park Public School caters for students from Kindergarten to Year 6 with 23 teaching staff. There is a student population of 340; 18% of the student population have a Language Background other than English and 3% identify as Aboriginal. The school has a family-oriented atmosphere and a strong sense of community. An energetic P&C engages the wider school community with a range of activities, events and initiatives.

Lindsay Park Public School provides a broad range of learning experiences and extra-curricular activities for all students. The school has a proud sporting history, and provides opportunities in the performing arts, public speaking and Student Representative Council. We promote student responsibility, respect, lifelong learning and a desire for students to strive for their best. Recent upgrades to all learning spaces, colourful murals as well as the development of an outdoor learning space contribute to our positive and inspiring learning environment.

External Validation and a rigorous situational analysis has been undertaken in 2021 to inform future school directions which are reflected in the 2022-2026 School Improvement Plan. Professional learning will focus on the most effective teaching strategies, appropriate formative and summative assessment techniques and effective and consistent use of data to inform explicit and targeted literacy and numeracy teaching. Principles of the Berry Street Education Model were introduced in the previous planning cycle and this approach will be further developed and sustained within the current plan to ensure students and their families connect, succeed and thrive. Engagement with the High Potential and Gifted Education Policy and the Disability Standards for Education will be used as a framework to motivate and engage students through explicit and challenging learning goals, effective and respectful differentiation and student agency. We will develop clear processes and practices for curriculum planning and programming and monitoring student achievement over time.



LPPS student leadership team

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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure all students are challenged to grow in their learning through explicit, research-informed and differentiated teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through collaborative, targeted professional learning and use of student assessment data to inform teaching.

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.

- Explicit teaching
- Collaboration

Resources allocated to this strategic direction

AP Curriculum & Instruction

Per capita

Integration funding support

Socio-economic background

English language proficiency

Low level adjustment for disability

Professional learning

QTSS release

Summary of progress

Our focus in 2023 was on developing teaching and learning programs that ensure all students are challenged in literacy and numeracy and differentiated teaching leads to improved learning. We were also focused on establishing professional learning communities that focus on continual improvement of teaching and learning and staff sharing their expertise and knowledge and applying it in the classroom. These focus areas were supported by the Assistant Principal Curriculum and Instruction (APCI) working with the Assistant Principals of each stage to implement curriculum reforms across the school. A key resource for this focus was collaborative planning days held twice a term, facilitated by the APCI, Stage Assistant Principals and the Principal and involving all teachers within each stage team. To support collaboration and feedback, the APCI worked shoulder to shoulder in classrooms to deepen understanding, knowledge and skills for teachers and students in the work planned. The Assistant Principals of each stage were provided with a curriculum reform day every week to plan and drive syllabus implementation. The whole school engaged in mathematics professional learning; 'Becoming Mathematicians: Effective Teaching Practices.

All teachers strengthened their balanced, evidence-based literacy block while beginning to align the new English syllabus for Stage 2 and 3 within established practices.. Consistent models were used across classrooms including modelled writing, shared reading and vocabulary instruction. The K-2 stage team moved away from using the DoE units of work and focused on creating authentic, evidence-based English programs that align with the new syllabus.. All stage teams focused on co-planning English units of work that were high interest, incorporated student agency and cross curricular connections. The Heggarty Phonemic awareness program was implemented across K-2 and a consistent approach was embedded for phonic instruction in Kindergarten and Year 1.

Within our numeracy focus, a leadership team was established to develop a whole school approach to implementing the new syllabus and designing quality, evidence-based programs. The team attended a two-day workshop to deepen understanding of the new syllabus and develop a school wide system for mathematics instruction. The whole school engaged in professional learning to deepen understanding about effective teaching practices. The professional learning was conducted in small, cross-stage learning communities to encourage horizon knowledge and continuity of learning across the school. The K-2 team co-constructed an authentic scope and sequence to address the content, after trialing the NSW DOE units of work and are now creating their own units of work with a narrow focus and explicit teaching strategies. These units focus on rich learning experiences, incorporating enabling/ extending prompts, strategic questioning and specific criteria for assessment purposes.

The following impacts have been evidenced in the school:

- Year-on-year improvement in reading and numeracy growth since 2021, with a 7.3% increase in reading growth and a 6.6% increase in numeracy growth, evidenced by Year 3 and Year 5 Check In Assessments between 2021 and 2023.
- 91% of Year 3 students are in the exceeding/ strong bands for reading and 71% are in exceeding/ strong bands for

numeracy. 72% of Year 5 students are in the exceeding/ strong bands for reading and 75% are in exceeding/ strong bands for numeracy.

- 88% of Year 1 students are meeting expected scores in the phonics screener, a 25% increase since the previous year., and a 50 increase since 2021. The school results are significantly above state scores.
- 100% of staff agree that school leaders are leading improvement and change and believe our school does a good job of implementing curriculum change, evidenced by the Teachers Tell Them From Me survey.
- Collaborative and consistent approach to programming English and mathematics.
- All classroom teachers actively seeking classroom support with the APCI to deepen understanding and gain feedback on their practice.
- Teaching and learning programs are responsive to student need with planning in 5-week cycles providing the ability to use data to inform teaching.
- Creation of a K-6 mathematics scope and sequence to align with the mathematics syllabus.
- Increased staff knowledge, understanding and skills in mathematics curriculum, with a focus on horizon knowledge and quality questioning.
- Creation of classroom resource trolleys for quality mathematics instruction.
- Quality texts drive the creation of integrated English and mathematics units of work, using evidence-based teaching methods.

Next year, we will reduce the number of initiatives in this strategic direction to one., called '*Explicit teaching*'. We will further develop staff understanding of Scarborough's Reading Rope and how this underpins reading development and what it looks like in curriculum design. The mathematics leadership team will provide professional learning for staff to co-design an explicit teaching model for mathematics and provide opportunities to identify and share expertise and teaching strengths among the staff. There will be a focus on assessment practice within the implementation of the new English and mathematics syllabus K-6 including assessment as, for and of learning, learning intentions and success criteria. This will enable assessment to be mapped to learning design, deepen consistency across classrooms and provide further opportunities for moderation of student achievement.

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
Student cohorts in 2024 demonstrate improved reading scores compared to 2023.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 2.8%.
Internal data indicates continued growth in numeracy.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 3.9%.



We have avid readers at LPPS!

Strategic Direction 2: Motivated, connected learners

Purpose

Students develop metacognition to become aware of their own qualities that enable learning. Students will be self-directed, reflective and resilient learners who feel confident in working with teachers, parents and their peers to help direct future learning. A planned approach to supporting personalised learning, wellbeing and transition ensures students can 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.

- Self-regulated learners
- Supporting students

Resources allocated to this strategic direction

Professional learning

QTSS release

Per capita

Integration funding support

Low level adjustment for disability

Socio-economic background

English language proficiency

Aboriginal background

Refugee Student Support

Summary of progress

We led two initiatives in Strategic Direction 2 in 2023. Within the *Self-regulated learners* initiative, our focus was to explore the use of learning dispositions through the 4Cs pedagogy as a tool for fostering metacognition. Two teams of staff, one made up of the executive team and the other consisting of leaders of learning across classrooms were supported throughout the year with professional learning provided by 4Cs Transformative Learning facilitators. These teams met individually and in collaboration to deepen knowledge of the Learning Disposition Wheel, plan professional learning for staff and drive the Challenge Action Plan to build capability within staff to create pedagogical strategies that develop and foster metacognition for students. This work also involved networking with other 4Cs schools and sharing our practice across this network. We aligned the 4Cs work with current structures within our school that enabled authentic opportunities to trial and embed metacognitive processes in planning and teaching. The executive team committed to integrating these processes into all professional learning across the school including collaborative stage planning, stage meetings, whole staff meetings and whole school mathematics professional learning. The leaders of learning facilitated professional learning and developed learning partnerships where teachers had the opportunity to identify, trial and receive feedback on a strategy they used with their class. This team also led the inclusion of metacognitive strategies in curriculum design during collaborative stage planning.

Within the second initiative, *Supporting students*, we provided early and sustained intervention for targeted students to support their academic and social/emotional growth. We implemented several evidence-based programs including Secret Agent Society (a small group social/ emotional program), Kindergarten/ Year 1 Early Intervention (based on phonological awareness data), MacqLit (small group reading program) and continued our implementation of Mini Lit (small group phonics intervention). These intervention programs were implemented to fill learning gaps identified by data to minimise the need for future intervention. We utilised equity funds to employ and train additional staff to run these intervention groups that targeted specific students. The Learning Support Team reviewed the templates used for Individual Learning Plans, Health Care Plans and Personalised Learning Pathways to ensure student voice and agency is evident and the documents capture the learning, connection and wellbeing development of students over time. Within this initiative, we also refined our practices and systems to promote and recognise positive student wellbeing, with a focus on attendance and positive behaviour. We implemented a whole school reward system that recognises students for displaying our school expectations and a whole school attendance reward system that recognizes excellent attendance. We have explored opportunities to connect with parents to support student learning and engagement. We implemented a Reinforced Reading parent volunteer program to read with students, who are on the MacqLit Reading Program, whose parents were unable to meet the home reading requirement. We also trialed and evaluated a Transition to Kindergarten Program called Prep Squad in order to better prepare students and ensure we were attracting our local students to enrol in their local public school.

The following impacts have been evidenced in the school:

- The Leaders of Learning have provided every teacher with a toolkit to support 4Cs processes in classrooms.
- Every classroom has the Learning Disposition Wheel on display and there is growing consistency in the language used across classrooms that aligns the wheel with metacognition.
- There is evidence in teaching and learning programs that 4Cs processes for deep noticing and reflection are planned and implemented in every classroom.
- 100% of the 15 kindergarten students in the Early Intervention Program (EIP) made growth in the Hearing and Recording Sounds in Words each term. All students on the program moved from Level 4 on the Decodable Reading Scheme to Stage 6.
- Of the 16 students on the MacqLit program from Year 3 to 6, 81% of students successfully achieved the set reading fluency benchmark.
- The trial of Reinforced Reading parent volunteers was successful due to the high success rate of the participants in successfully completing the MacqLit program. The volunteer training ensured consistency of implementation.
- Survey data indicates that every student received a positive behaviour token, 92% of students felt proud, 83% reported their parents were proud, 85% reported the tokens motivate them to follow the school expectations, 98% of students want to win the class reward and 93% of children want this positive reinforcement system to continue.
- 93% of staff have consistently discussed the fortnightly school expectation with students and all staff members feel that the reward system can have a positive impact on student behaviour and motivation.
- Prep Squad was a success with 32% of respondents agreeing or strongly agreeing that Prep Squad was a factor in deciding to send their child to the school.
- Our whole school attendance rate for 2023 is 92.4 which is almost 2% above the primary school average.

Next year, we will reduce the number of initiatives in this strategic direction to one., called '*Self-regulated learners*'. 4Cs Transformative Learning pedagogy will continue to be explored through the lens of wellbeing in this direction, whilst continuing the focus on curriculum design in Direction 1. The initiatives in this strategic direction have had a significant impact on addressing literacy gaps, but continued focus on students' sense of positive wellbeing (sense of belonging, advocacy and expectations for success), is required. In 2024, we will focus on how to increase the Sense of Belonging for students. We will revisit Berry Street Education Model as a tool for Social/Emotional Wellbeing and how this aligns with the 4Cs Transformative Learning pedagogy. We will talk to students to unpack what is going on for them and provide opportunities for student agency in building a stronger sense of belonging. This will be supported with the Wellbeing Boost funds provided to schools in 2024. We will utilise the Social/ Emotional component of the High Potential and Gifted Education Policy to explore opportunities for Peer Mentors to support students experiencing issues at school. We will continue evidence-based invention for Kindergarten/ Year 1 students and collect data every 10 weeks to inform achievement and progress. Further evaluation of this intervention will be informed by the results of involved students in the Year 1 Phonics Screening Check in 2024. The MacqLit program will continue to be implemented with the Progress Monitoring Template collating and tracking assessment data to inform achievement and progress. The volunteer Reinforced Reading program will also continue alongside MacqLit.

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
5% uplift in the percentage of students attending >90% of the time.	The number of students attending greater than 90% of the time or more has increased by 17%
Tell Them From Me Wellbeing data (students with positive wellbeing; sense of belonging, advocacy and expectations for success) demonstrates an uplift of 2.7%.	The percentage of students reporting positive wellbeing outcomes is 81.36% indicating progress toward the lower bound target.



The Green Team keeping our playground looking amazing.

Strategic Direction 3: School-wide systems

Purpose

In order to ensure school, student, teacher and leader efficacy and impact we will develop, refine and sustain effective school-wide systems and practices. The school plan will drive continual improvement through evidence-based professional learning, policy implementation and evaluative practices that enables and fosters the shared belief that collectively teachers can impact on student achievement.

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.

- Effective systems and practices

Resources allocated to this strategic direction

Professional learning

Socio-economic background

AP Curriculum & Instruction

Low level adjustment for disability

Per capita

Summary of progress

The focus in 2023 was to deepen staff understanding of what they need to do to help address the strategic directions and meet the school's improvement measures. This included ensuring we have systematic implementation and evaluation of DoE polices, in particular the Student Behaviour Support and Management Plan. A consultative team was formed to review the document and identify areas that needed to align with the new Behavior Policy. Through consultation, we explored the school values and identified clear expectations that sit underneath, and established a reward system that recognises and reinforces these expectations. We conducted professional learning with NESAs around quality assessment practices and supporting consistent teacher judgement, resulting in a deeper understanding of the common grade scale. Academic reports were reviewed and refined to incorporate grade-based indicators to better reflect student achievement. Within the curriculum reform focus, we refined planning processes in Kindergarten, Year 1 and Year 2 through a review of the scope and sequences and adapting the DoE sample units to develop authentic, contextual programs to suit the needs of our students. Teachers of Stage 2 and 3 attended professional learning to help prepare for syllabus implementation and were supported through stage planning to access the new syllabus documents within the context of their current planning and programming. Teachers worked with their stage Assistant Principal and the Assistant Principal Curriculum and Instruction during collaborative planning days, stage meetings and in-class support to build their knowledge and understanding of the English and Mathematics curriculum.

The following impacts have been evidenced in the school, through the Tell Them From Me survey:

- 94% of staff agree that the school vision and values are clearly communicated.
- 94% of staff have a positive sense of belonging and feel well-supported in their job.
- 100% of staff agree that school leaders are leading improvement and change.
- 100% of staff believe our school does a good job of implementing curriculum change.

Next year, we will narrow our focus and aim towards only one improvement measure in this direction, as evidenced by the Assessment domain in the SEF. We will collaboratively plan assessment prior to teaching and identify what A-E looks like through visible success criteria and quality work samples. We will further unpack the English units of work to ensure consistent practices and assessment (must do, nice to get to). We will focus professional learning around how to collect and record formative assessment data and assessment task design that is inclusive of all students. Consistent teacher judgement will be linked to A-E common grade scale with predetermined tasks, as outlined in programming. We will use assessment to help set challenging learning goals for students and share these across teams and with parents to develop collective efficacy.

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
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<p>Internal data indicates that the school is delivering with aspects of sustaining and growing in the themes: 'Understand the link between teaching practice and student needs (1.1)' and 'Apply formative and summative evidence (1.2)' within the High Impact Professional Learning policy.</p>	<p>Self-assessment against the High Impact Professional Learning policy shows the school is currently performing at Sustaining and Growing in the element of 'Professional learning is driven by identified student need'. This is evidenced by student data informing professional learning planning and teachers using data and professional learning to address learning trends.</p>
<p>Internal data indicates a School Excellence Framework Self-Assessment Survey outcome of sustaining and growing with at least one theme in excelling in the element of Assessment in the School Excellence Framework.</p>	<p>Self-assessment in the School Excellence Framework in the element of Assessment is maintained at sustaining and growing.</p>



Funding sources	Impact achieved this year
Refugee Student Support \$333.37	<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"> • Supporting students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Partnerships between the school and the parents/carers has been strengthened. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified.
Integration funding support	<p>Integration funding support (IFS) allocations support eligible students at Lindsay Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching • Self-regulated learners • Supporting students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need. - All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. - Release time for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Personalised Learning and Support Plans (PLSP) with the Assistant Principal Learning and Support. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLSPs) reviews to ensure funding is used to specifically address each student's support needs. - To continue to provide high-quality targeted professional learning to SLSOs to meet the individual needs of the students.
Socio-economic background \$23,948.97	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lindsay Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$23,948.97</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"> • Explicit teaching • Self-regulated learners • Supporting students • Effective systems and practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through Berry Street Education Model and 4Cs Transformative Learning to support student learning. • employment of additional staff to support Secret Agent Society, MiniLit and MacqLit program implementation. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data. - Additional staffing to implement group interventions (writing/reading boost, SRA: Phonemic Awareness, MiniLit, MacqLit, mathematics groups). - Supplementation of extra-curricular activities and resourcing to increase equitability of resources and services. - Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continued provision of MacLit, MiniLit and MultiLit as interventions for targeted students. - To expand current High Potential and Gifted Education opportunities to include all four domains (intellectual, creative, social-emotional and physical). - To continue additional release from face-to-face teaching for planning and program. - To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.
<p>Aboriginal background</p> <p>\$11,241.17</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lindsay Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) 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"> - Tell Them from Me data indicated 100% of Aboriginal students feel good about their culture at school. - The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture. - Increased understanding of Aboriginal history and culture across the school. - Funding supported the Personalised Learning Pathways process, ensuring every Aboriginal child achieves success and finds school an engaging and

<p>Aboriginal background</p> <p>\$11,241.17</p>	<p>culturally safe place.</p> <ul style="list-style-type: none"> - Additional School Learning and Support Officers (SLSO) time was provided to support students with engagement activities and reading skills. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To further expand the cultural education for our Aboriginal and Torres Strait Islander children through workshops and the Personalised Learning Pathways (PLP) cycle. - To develop stronger connections with the local Aboriginal Education Consultative Group.
<p>English language proficiency</p> <p>\$16,264.74</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lindsay Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching • Supporting students <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 • employment of additional staff to support delivery of targeted initiatives • 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:</p> <ul style="list-style-type: none"> - Increased teacher capacity to cater for EAL/D students in mainstream classrooms. - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. - Professional learning, with teachers guided to use student English language proficiency data, using the EAL/D learning progressions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners. - To provide professional learning in planning and delivering evidence-based, explicit teaching programs that support English language proficiency.
<p>Low level adjustment for disability</p> <p>\$146,313.97</p>	<p>Low level adjustment for disability equity loading provides support for students at Lindsay Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching • Self-regulated learners • Supporting students • Effective systems and practices <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 School Learning and Support Officers • targeted students are provided with an evidence-based intervention; MiniLit and MacqLit and Secret Agent Society to increase learning outcomes • employment of LaST and interventionist teacher • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs

<p>Low level adjustment for disability</p> <p>\$146,313.97</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The school achieved a more consistent approach to student learning support and interventions. - Student centred, explicit and personalised learning is visible across the whole school. - Implemented intensive small group tuition to support students with additional literacy and numeracy learning needs. - Improved learning achievement outcomes for students increasing expected growth for students in reading and numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs). - Continue to implement evidence-based small group reading interventions based on systematic collection of data. - Continue to utilise the LaST to pick up intervention students who do not meet the requirement for inclusion in small group intervention programs. - Trial the 'Get Lost Mr Scary' small group intervention program to address childhood anxiety.
<p>Professional learning</p> <p>\$22,738.65</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 Lindsay Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching • Collaboration • Self-regulated learners • Effective systems and practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased capacity of all teachers to differentiate the curriculum to cater for students above and below the expectation in literacy and numeracy. - Assistant Principals Curriculum and Instruction (APC&Is) have supported both classroom teachers and Assistant Principals to develop their skills and understanding in data analysis and classroom practice. - K-2 staff have a solid understanding of the new syllabuses and associated teaching practices. - Increased opportunities for staff to engage in professional discussions, observations and professional dialogue. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Staff engaged in a variety of professional learning activities aligned to system, school and individual performance and development goals to improve growth and achievement for all students.
<p>QTSS release</p> <p>\$66,877.92</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lindsay Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching • Collaboration • Self-regulated learners <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$66,877.92</p>	<ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. - Mentoring and coaching support for teachers to ensure ongoing development and improvement of quality teaching practices. - Additional release time for teachers to engage in peer observations and sharing of expertise. - Teachers working collaboratively to analyse internal and external data sources to track student achievement and inform planning, ensuring quality education opportunities are provided for all students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum. - Additional time for assistant principals to support classroom teachers to develop engaging differentiated teaching and learning programs guided by current syllabuses and student data.
<p>COVID ILSP</p> <p>\$53,807.82</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"> • providing targeted, explicit instruction for student groups in literacy - phonics and reading fluency <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Improved student engagement in learning. - 100% of the 15 kindergarten students in the Early Intervention Program (EIP) made growth in the Hearing and Recording Sounds in Words each term. - Ten Year 1 students were involved in the EIP with a focus on phonological knowledge. All students on the program moved from Level 4 on the Decodable Reading Scheme to Stage 6. - 81% of students successfully achieved the set reading fluency benchmark of the MacqLit Small Group Program and successfully graduated from the program. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. - To monitor students who have been on the program in 2023 to ensure ongoing success.



Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	195	174	165	157
Girls	186	175	178	169

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.7	94.3	90.5	92.8
1	92.6	94.1	89.4	93.1
2	93.8	93.6	88.7	92.3
3	94.8	93.4	89.9	92.4
4	94.1	93.0	88.8	91.4
5	92.9	93.3	88.4	92.2
6	93.2	91.0	88.6	92.4
All Years	93.6	93.2	89.2	92.4
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)	3.8
Classroom Teacher(s)	11.61
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	178,685.21
Revenue	3,575,881.21
Appropriation	3,363,415.32
Sale of Goods and Services	2,607.34
Grants and contributions	203,366.74
Investment income	6,491.81
Expenses	-3,502,137.56
Employee related	-3,073,176.13
Operating expenses	-428,961.43
Surplus / deficit for the year	73,743.65
Closing Balance	252,428.86

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	166,089
Equity Total	197,769
Equity - Aboriginal	11,241
Equity - Socio-economic	23,949
Equity - Language	16,265
Equity - Disability	146,314
Base Total	2,541,606
Base - Per Capita	89,269
Base - Location	0
Base - Other	2,452,337
Other Total	279,517
Grand Total	3,184,981

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

Parent/ Caregiver

There is strong agreement amongst our parents and carers, as evidence by the Tell Them From Me survey, that

Parents feel welcome

- feel welcome when they visit
- written information is clear
- well-informed about school activities

School Supports Learning

- my child is encouraged to do their best
- teachers expect my child to work hard

School supports positive behaviour - increased from 2022

- Teachers expect students to pay attention
- children are clear about rules for school behaviour

Safety at School - increased from 2022

- my child feels safe at school

Inclusive school - increased from 2022

- staff are active in making sure all students are included in activities
- 92% of parents and carers who completed the survey said they would recommend the school to other parents
- 88% of parents feel the school is a culturally safe environment
- 74% agree the student academic reports indicate how to support their child's learning.

Feedback indicates the school needs to continue to develop the communication channels between home and school.

Students

The Tell Them From Me survey indicates:

- 87% of students have friends at school they can trust and who encourage them to make positive choices
- There has been a sustained increase by 6% in the number of students reporting they feel challenged in English and Mathematics and confident in their skills
- 79% of students are proud of their school
- Of the Aboriginal student surveyed, 100% feel good about their culture at school and 86% believe their teacher has a good understanding of their culture
- The instance of students who are subjected to bullying is 7% lower than the state norm
- 87% of students indicate that they have positive behaviour at school.

Staff

There is strong agreement amongst our staff, as evidence by the Tell Them From Me survey, that we have an inclusive school, there is strong leadership, a positive learning culture, teachers use evidence-based teaching strategies and collaborative planning assists to overcome learning obstacles.

- 100% of teachers believe our school does a good job of implementing curriculum change
- 70% of staff have a strong understanding of curriculum reform
- 94% of staff have a positive sense of belonging and feel well-supported in their job
- 100% of staff agree that school leaders are leading improvement and change
- 94% agree that the school vision and values are clearly communicated.



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.

