

2023 Annual Report

Lapstone Public School



4424

Introduction

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

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

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Message from the principal

Message from the principal,

In the 2023 Annual School Report for Lapstone Public School, I proudly highlight the remarkable achievements of both learners, educators and staff throughout the academic year.

From academic excellence to artistic endeavours, athletic triumphs to community engagement, our students have showcased their talents and dedication to learning and trying new things.

I also extend my deepest gratitude to the parent community whose unwavering support has been instrumental in fostering a nurturing and dynamic learning environment for our learners.

Together, we celebrate a year of growth, resilience and collective success.

I look forward to continuing our work together to provide learner with an education which considers the development of the whole child.

Yours collaboratively,

Ms Marvic Aquilina

School vision

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

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

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

School context

Lapstone Public School is a high performing school of 174 students, with a strong tradition of community engagement, situated on Darug land in the lower Blue Mountains, surrounded by bushland. Established in 1971, the school is committed to empowering our students, staff and community to be collaborative, curious, risk-takers with high expectations for learning. 1% of our students identify as Aboriginal or Torres Strait Islander and 14% of our students come from families identified as having a Language Background other than English. Lapstone Public School strives to develop student potential by providing an education that is a balanced within the intellectual, creative, social-emotional and physical learning domains. Through strong foundations in wellbeing, our students are supported to be respectful and compassionate global citizens who embrace inclusivity.

The school receives funding through the Resource Allocation Model (RAM): Socio-economic Background with the calculated equity loading determined by a FOEI Family Occupation and Education Index of 33 and an ICSEA Index of Community Socio-Educational Advantage of 1125.

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

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
Per capita
Integration funding support
English language proficiency
QTSS release
Socio-economic background
Beginning teacher support

Summary of progress

Collective efficacy in English and Mathematics:

One area of focus has been enhancing reading instruction through evidence based practices grounded in the Science of Reading. Teaching staff have meticulously researched and implemented reading centred on explicit instruction, bolstered by the development of tailored resources. Continuation of monitoring and tracking through Plan 2v3 has ensured ongoing collection of data which has aided in ongoing progress assessment of student achievement and point of need for student learning.

Next year in this initiative we will work to incorporate seamlessly integrating explicit reading routines into the new English curriculum units and strategising ways to support rich culminating tasks within these units. Additionally, the development of a whole school standardised format for data transition across a student's schooling to streamline and optimise educational continuity for all students and to better inform staff as to which goals are next for all our students which will help with differentiation of student learning .

A culture of personalised and self-directed learning

This year, our focus area centred on professional learning in literacy and numeracy progression, supported by the Plan 2v3 for student tracking. Teachers delved into utilising this platform to analyse observations against indicators, enhancing support for student learning across literacy and numeracy. Through the analysis of student work samples and engagement in the, "learn, do, reflect cycle for formative assessment, teachers implemented targeted interventions in two week blocks.

Looking ahead, our future focus involves further professional learning to analyse learning trends, embedding practices for regular observation recording, adjusting teaching strategies to cater for student development and prioritising individual student needs for enhanced educational outcomes in literacy and numeracy.

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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
An increased in Check-in Assessment mean scaled score for numeracy in year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 6%
An increased in Check-in Assessment mean scaled score for reading in year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 6.1%

Strategic Direction 2: Embedding Assessment Practices

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

Beginning teacher support

Professional learning

QTSS release

Per capita

Low level adjustment for disability

Summary of progress

School Collaboration -implementing Quality Teaching Rounds and Whole School Collaboration

The entire teaching staff engaged in impactful professional learning sessions led by expert school staff well-versed in the Quality Teaching Rounds process. An impressive 90% of staff volunteered to participate in Quality Teaching Rounds, with additional small group professional learning sessions to delve deeper into the Quality Teaching Round process and the Quality Teaching Framework. Despite a promising start, the inability to casual staff being unwell and unable to engage in taking classes for teachers to participate in the program, this hindered the continuation of the rounds.

The school pivoted implementing a minimised version of the process.

Consequently, due to the persistent shortage of casual teachers, this initiative unfortunately will not be proceeding in 2024.

Refined Teacher Practice Through Coaching and Mentoring

Focus on feedback strategies has yielded valuable insights into enhancing student learning outcomes. Through targeted professional learning and peer collaboration, teachers have honed their feedback practices, empowering students to set and achieve literacy and numeracy goals. While walk through observations have provided valuable feedback, ongoing challenges with securing casual teachers impacted on the continuation of Quality Teaching Rounds.

Moving forward in 2024, a renewed commitment to professional development and peer collaboration will drive refinement of feedback strategies, ensuring continuous improvement in supporting student growth and 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
K-2 teachers: Implement the new K-2 English and Mathematics syllabus and routinely and effectively apply evidence-based teaching strategies in	• Internal school documentation and class observation show K-2 teachers Implement the new K-2 English and Mathematics syllabus and routinely and effectively apply evidence-based teaching strategies in their classroom practice as shown by student progress data. School internal data indicates

<p>their classroom practice as shown by student progress data. School internal data indicates teachers have a thorough understanding of the new syllabus and the teaching strategies to further student learning.</p> <p>Years 3-6 teachers: Plan and trial the new 3-6 English and Mathematics syllabus and engage in professional learning to develop their confidence and ability to apply evidence-based teaching strategies.</p>	<p>teachers have a thorough understanding of the new syllabus and the teaching strategies to further student learning.</p> <ul style="list-style-type: none"> Internal school documentation and class observation show Years 3-6 teachers: Plan and trial the new 3-6 English and Mathematics syllabus and engage in professional learning to develop their confidence and ability to apply evidence-based teaching strategies.
<p>School self-assessment against the School Excellence Framework in the theme of feedback indicates consolidating at sustaining and growing.</p> <p>Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teacher's feedback supports improved student learning.</p>	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of feedback. Internal school documents/class observation shows teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teacher's feedback supports improved student learning.
<p>School self-assessment against the high impact professional self-assessment tool indicates achievement at delivering for the element of Collaborative and Applied Professional Learning Strengthens Teaching Practice.</p>	<ul style="list-style-type: none"> School self-assessment against the high impact professional self-assessment tool indicates achievement at sustaining and growing for the element of Collaborative and Applied Professional Learning Strengthens Teaching Practice.

Purpose

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

Initiatives

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

- Inquiry Based Learning
- Enhance reporting and Assessment Process

Resources allocated to this strategic direction

Socio-economic background

Per capita

New Arrivals Program

Integration funding support

Aboriginal background

Summary of progress

Inquiry based learning: (one paragraph please 6-8 lines)

This year our focus on inquiry based learning saw positive responses from parents of identified High Potential and Gifted Education (HPGE) and non identified HPGE students, with individual Education Plans (IEPs) facilitating tailored learning goals and differentiation. Collaborative planning centred around rich culminating tasks enriched the inquiry process.

Looking ahead to 2024. or focus will shift towards analysing the reasons behind the lack of HPGE referrals and collating data to specifically address HPGE domains, ensuring continued support and enrichment for identified and non identified HPGE students.

Aboriginal Education

In Aboriginal Education, the development of Personalised Learning Plan in digital format fostered positive outcomes, with shared goals enhancing collaboration with families. the establishment of a Reconciliation Action Plan signifies a commitment to fostering respectful relationships. Teacher surveys highlighted strengths in knowledge of country and respect for First Nations people. Collaborative efforts in designing a Bush Tucker garden with students and the community showcased meaningful engagement.

Moving forward, implications include formalising the review process for PLP's throughout the year and providing staff professional learning opportunities to integrate First Nations perspectives into the curriculum, including expanding opportunities to teach language.

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 proportion of students attending greater than 90% of the time by working towards our lower bound system target.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has increased by 7.4% from 2022 to 80% in 2023.

Increase the proportion of students reporting positive wellbeing including, Expectations for Success, Advocacy, and Sense of Belonging at School as indicated by, Tell Them From Me, survey data, towards our lower bound system target.

- 59.70% of students reporting positive wellbeing outcomes has decreased by 7.3% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$11,780.00</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 Lapstone Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhanced student 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>The allocation of this funding has resulted in the following impact: Students increasing their English language proficiency.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for classroom teachers to enhance teaching and learning programs by ensuring classroom content is accessible.</p>
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Lapstone Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective teaching of literacy and numeracy • Enhanced student wellbeing <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 <p>The allocation of this funding has resulted in the following impact: Student learning has been enhanced as indicated in Individual Education Plans and Plan 2 data. Students attendance has shown improvement as a result of the strategic support offered by the school.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ SLSO's to work with individually targeted students and small groups to support identified learning and developmental needs.</p>
<p>Socio-economic background</p> <p>\$8,208.58</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lapstone Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective teaching of literacy and numeracy • School Collaboration -implementing Quality Teaching Rounds and Whole School Collaboration • A focus on Formative Assessment • Enhanced student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • resourcing to increase equitability of resources and services

<p>Socio-economic background</p> <p>\$8,208.58</p>	<p>The allocation of this funding has resulted in the following impact: Resources purchased in line with new English and mathematics curriculum units. Release time provided for staff to work collaboratively together to gain further understanding of new curriculum.</p> <p>After evaluation, the next steps to support our students will be: in 2024 further resources will be purchased to support the continued implementation of English units of work.</p>
<p>Aboriginal background</p> <p>\$4,091.35</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lapstone Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhanced student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Personalised learning plans were written in consultation with parents and students and programs were developed to support the learning and cultural awareness of our Aboriginal students. These plans were facilitated by a designated staff member working with class teachers in the development and implementation of these plans. Consultation with AECG members, local nursery and students allowed for the design of an Indigenous Bush Tucker garden to be planted near the established yarning circle. All classes are involved in the writing of a class acknowledgment of Country. Writing of School Reconciliation Plan.</p> <p>After evaluation, the next steps to support our students will be: All staff will continue to be involved in the writing of PLP's in collaboration with students and staff. Aboriginal students will continue working with Aboriginal Elder to finalise construction of Indigenous Bush Tucker Garden Aboriginal students will be monitored for academic interventions to be provided by SLSO. All staff will continue to be involved in professional development in the area of Aboriginal Culture and Language.</p>
<p>English language proficiency</p> <p>\$7,614.51</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lapstone Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective teaching of literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: All EAL/D students have made progress within the EAL/D progressions. Time was allocated for all staff member to help provide resources for class teachers to use in class with EAL/D students.</p>

<p>English language proficiency</p> <p>\$7,614.51</p>	<p>After evaluation, the next steps to support our students will be: Staff will continue to be employed to provide support for EAL/D students in English language proficiency as well as in the areas of English and mathematics instruction.</p>
<p>Low level adjustment for disability</p> <p>\$74,148.33</p>	<p>Low level adjustment for disability equity loading provides support for students at Lapstone Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A focus on Formative Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (Multilit and Minilit) to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Improvement in Plan 2 data for all students on intervention programs</p> <p>After evaluation, the next steps to support our students will be: These programs will continue in 2024.</p>
<p>Professional learning</p> <p>\$15,061.76</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 Lapstone Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective teaching of literacy and numeracy • Initiative 2. A culture of Personalised Self -Directed Learning • School Collaboration -implementing Quality Teaching Rounds and Whole School Collaboration <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 • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: Staff being involved in various professional learning involving the implementation of the new English and maths curriculum. Staff developing the capacity to lead number talks and talk moves and develop number sense routines in mathematic teaching.</p> <p>After evaluation, the next steps to support our students will be: All staff to be involved in professional learning in the areas of data, formative assessment and explicit instruction in the areas of English and maths.</p>
<p>Beginning teacher support</p> <p>\$15,673.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Lapstone Public School during their induction period.</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"> • Effective teaching of literacy and numeracy • School Collaboration -implementing Quality Teaching Rounds and Whole

<p>Beginning teacher support</p> <p>\$15,673.00</p>	<p>School Collaboration</p> <ul style="list-style-type: none"> • A focus on Formative Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • ongoing feedback and support that is embedded in the collaborative practices of the school • mentoring structures and collaborative practices within the school or across a cluster of schools <p>The allocation of this funding has resulted in the following impact: Beginning teacher having access to mentor support to assist with numeracy and literacy instruction which has resulted in the establishment of reading routines and differentiating of teaching and learning activities.</p> <p>After evaluation, the next steps to support our students will be: Staff member will be supported through professional learning funds as he is no longer entitled to this funding.</p>
<p>QTSS release</p> <p>\$39,534.91</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lapstone Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective teaching of literacy and numeracy • Initiative 2. A culture of Personalised Self -Directed Learning • School Collaboration -implementing Quality Teaching Rounds and Whole School Collaboration • A focus on Formative Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: HPGE students extended in the area of maths Collaboration with team members during team planning days.</p> <p>After evaluation, the next steps to support our students will be: Continuation to provide support for students who are identified as HPGE and the continuation of team planning days every term.</p>
<p>COVID ILSP</p> <p>\$23,473.70</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 intensive small group tuition for identified students who were... • providing targeted, explicit instruction for student groups in literacy. <p>The allocation of this funding has resulted in the following impact: Benchmarking data indicated that all targeted students had shown growth in reading. An increased ability to use decoding strategies also improved in all students which resulted in students reading with increased fluency and comprehension.</p>

<p>COVID ILSP</p> <p>\$23,473.70</p>	<p>After evaluation, the next steps to support our students will be: Continue to employ SLSO to provide targeted intervention for students in literacy and numeracy. Continue to implement Minilit and Multilit programs.</p>
<p>Per capita</p> <p>\$51,791.74</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lapstone Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective teaching of literacy and numeracy • Initiative 2. A culture of Personalised Self -Directed Learning • A focus on Formative Assessment • Enhanced student wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchasing of resources to support teaching and learning programs,=. <p>The allocation of this funding has resulted in the following impact: Student and learning programs have included the implementation of talk moves to support rich and meaningful discussions in classrooms in maths. Resources purchased assisted in the implementation of this program and the professional learning of staff.</p> <p>After evaluation, the next steps to support our students will be: To continue to support various instruction to provide explicit instruction and equitable access to the curriculum for all students.</p>
<p>AP Curriculum & Instruction</p> <p>\$93,052.80</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective teaching of literacy and numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers <p>The allocation of this funding has resulted in the following impact: Increased teacher capacity and confidence in the implementation and trialling of new English and maths curriculum</p> <p>After evaluation, the next steps to support our students will be: Continuation of the employment of APC&I position who will continue to work in the same capacity.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	110	110	99	87
Girls	112	112	100	93

Student attendance profile

School				
Year	2020	2021	2022	2023
K	98.3	94.5	92.2	94.9
1	96.1	95.4	91.3	92.3
2	96.1	94.1	91.3	92.7
3	95.8	94.8	92.0	90.3
4	96.2	93.6	90.6	93.9
5	95.1	93.6	90.9	91.7
6	97.0	93.7	91.3	94.9
All Years	96.4	94.2	91.4	92.8
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)	2.6
Classroom Teacher(s)	6.97
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*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	55,215.29
Revenue	2,323,258.06
Appropriation	2,145,048.43
Sale of Goods and Services	3,023.18
Grants and contributions	164,611.75
Investment income	3,782.70
Other revenue	6,792.00
Expenses	-2,249,540.35
Employee related	-2,008,931.95
Operating expenses	-240,608.40
Surplus / deficit for the year	73,717.71
Closing Balance	128,933.00

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	76,000
Equity Total	94,063
Equity - Aboriginal	4,091
Equity - Socio-economic	8,209
Equity - Language	7,615
Equity - Disability	74,148
Base Total	1,652,333
Base - Per Capita	51,792
Base - Location	0
Base - Other	1,600,542
Other Total	187,402
Grand Total	2,009,798

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 about the school.

Student Responses provided us with the following information:

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

In total 69 students provided data in the 2023 TTFM survey. Their responses are presented below.

Students with positive behaviour at school:

87% of students indicated that they demonstrated positive behaviour, 4% above the NSW Government norm.

Students value schooling outcomes:

- 83% of students believe that they try hard to succeed in their learning, 2% above stage average with 69% of students who are interested and motivated to learn.
- 54% of students have a high interest in participating in extra school curricula activities provided by the school and 64% of students have stated that they have a high rate of participation in sports with an instructor at school, other than in a physical education class.
- 83% of students claim they have positive relationships and have friends at school they can trust and who encourage them to make positive choices and 69% of students know where they can go to or do if they are being bullied or if they see someone else being bullied.
- 80% of students value schooling outcomes with 66% of students set challenging goals for themselves in their schoolwork and aim to do their best.
- Students strongly believe that school staff have high expectations for all students to succeed. With 66% of students stated they expect to go to university after they complete high school. Students strongly agree and data is comparable with the state mean, that they feel they have someone at school who consistently provides encouragement and can turn to for advice. 52% of students had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt Norm for this category is 53%.
- 86% of students stated they were confident of their skills in English and mathematics, with 96% of students feeling they are challenged in these areas of learning.

The Parent responses provided us with the following information:

There were 22 responses from parents when completing TTFM survey in 20. Parents indicated they feel welcome when they visit the school, which was 5% higher than the NSW Government norm. Parents were very satisfied with the communication from the school and their ability to contact their child's teacher or principal when needed.

The responses provided us with the following information:

- Parents believe that our school supports learning, scoring above the NSW Government norm. They strongly believe that our teachers take account of their child's needs, abilities and interests and show an interest in their child's learning.
- Lapstone Public School is considered an inclusive school by its parent community who acknowledge staff take an active role to ensure that all students are included in all school activities and offer additional support as needed.
- Parents continue to acknowledge that school supports positive behaviour, once again surpassing the NSW Government mean score. Most stated that their child is clear about the school rules and feel teachers maintain control over the learning environment.
- Parents feel that students are safe at school due to staff dealing with issues in a timely manner and implementing preventative measures.
- Parents strongly believe that the school is well maintained with a physical environment which is welcoming and easy to access and move around the school.
- The 2023 TTFM Teacher Survey had 11 respondents who provided the school with the following information. The data in 12 main areas reflected positive consistency in the level of teacher satisfaction, with most areas scoring higher than the NSW Government norm.
- **Teacher responses provided us with the following information:**
- Teachers strongly believe that school leaders have helped them create new learning experiences for students and discussing these strategies with their colleagues have helped to increase student engagement. and 91% of teachers believe that school leaders in the school are leading improvement and change and that school leaders clearly communicate their strategic and values for the school. The school achieves above the NSW government norm in the area of Leadership.
- 90% of staff strongly agree that morale amongst staff is high. Teachers have indicated that the school strongly supports collaboration and consistently supports teachers in developing cross curricular or common learning opportunities. The school achieves above the NSW government norm in the area of Collaboration.

- Teachers have clear expectations for classroom behaviour and set high expectations for learning. They believe that they discuss the learning goals for most lessons and that they monitor the progress of individual students. Teachers use data from formal assessment tasks to inform their lesson planning. Teachers provide opportunities to give feedback to students and discuss with students any barriers to their learning.

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.