

2020 Annual Report

Lakemba Public School



2360

Introduction

The Annual Report for 2020 is provided to the community of Lakemba 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 school 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

Our country, community and school was witness to many life changing events during 2020. The year began with devastating bushfires which were followed by floods and most significantly COVID-19 pandemic. Before the end of Term 1 schooling as we knew it changed. Students and their teachers moved very quickly from regular classroom learning to learning at home. Parents and carers became their children's teachers. Teachers had to adapt their teaching and learning programs to accommodate online learning as well as providing physical resources for students who were unable to access technology. Our strong culture of collaboration, learning and support in combination with our community partnerships meant that the time our students spent learning at home was as positive and stable as possible. I cannot commend every member of the staff at Lakemba highly enough for the tremendous dedication, effort and resilience they demonstrated during a time of great uncertainty for themselves professionally and personally.

Despite the interruptions to our normal routines, communication and community interactions, the focus of our school continued to be improved educational outcomes for all students through high quality teaching and learning programs. Literacy and Numeracy coupled with a strong focus on wellbeing have remained at the forefront of our work with students.

2020 was the final year of the 2018 - 2020 School Plan. An evaluation of the Plan in conjunction with the analysis of school programs, student data, staff and community input during the second semester has provided us with the clear information and data to formulate a clear Strategic Improvement Plan for 2021 - 2024.

Thank you to every member of our community - students, staff, parents and carers and the broader community - for your ongoing support and encouragement. Your input is imperative to the success of the work we do at Lakemba.

Jann Price

Message from the school community

Even though 2020 was a remarkable and challenging year for all of us we were able to spend more time with our families and remain healthy. It was certainly a year that we will remember for many years to come.

For most of the year we were unable to meet or come on to school grounds for any length of time. This meant that we were unable to socialise with our friends and other community members. We had to adapt quickly to the concept of home learning and take on the role of our child's teacher. The teachers, Student Learning and Support Officers (SLSO), wonderful office staff and School Community Centre (SaCC) facilitator supported all of us by providing home learning packs, online learning and craft packs for those of us who usually attended playgroup. The office staff became technology advisors as they assisted families to connect to online learning. Thank you to everyone for your caring attitude and commitment to our children and our families.

Even though we weren't able to attend face to face Learning Conversations with our child's teacher throughout the year we liked that we were able to speak to our child's teacher about our child's learning by phone. We also appreciated the phone calls the staff made to check in to see if they could assist in any way with children learning at home.

We look forward to being able to come into the playground with our students and meeting up with our friends as restrictions ease. We look forward to being able to attend school events as we have done in the past.

Lakemba Public School P&C

Message from the students

The 2020 school year was interesting and unusual as we experienced a number of changes and explored new ways of learning and communicating with our teachers and peers. Despite the changes and challenges we faced, we learnt about the importance of having a growth mindset, being positive and resilient.

Students at Lakemba Public School took part in unique learning opportunities throughout the year. Towards the end of Term 1 we started learning from home which was a new experience for us. This was challenging and difficult at the beginning as we were not face to face with our teachers and class mates. However, as active, responsible and cooperative learners, we developed our problem solving, research and communication skills.

While learning from home in Term 2, we used Google Classroom to communicate with each other as well as to access and upload the tasks our teachers set for us. One of the highlights from this experience was the collaboration between students as we shared our ideas and examples of the activities we were working on at home. Teachers continued to look after our wellbeing as they made phone calls each week to see how we were going with our learning. We really appreciated this.

Although many events, activities and programs were slightly different this year, we still had the opportunity to participate in some exciting events. This included a virtual Potato Hill Gallery where we were able to showcase our creativity and artworks. We also had a Book Week parade and shared our learning from the Curious Creatures program we studied in Term 4. It was wonderful to share the creative creatures we created using clay! We look forward to being able to welcome our community back on site so they can join in our special events.

As the Senior Student Leaders we have been proud to represent our wonderful school community. We are appreciative of all the support that our teachers and parents provided us with, in particular when we were learning from home this year. We wish everyone all the best in 2021.

Senior Student Leaders

Message from the School as a Community Centre (SaCC)

As we all know, 2020 was a difficult year and for the School Community Centre it was also challenging.

We started the year normally and by mid March we already had over 100 children and 90 families attend a group facilitated through the SaCC. This included 30 children preparing for transition to school in 2021 in our Transition to School Playgroup.

Once we could no longer hold groups on site it was very difficult to stay connected to each other while maintaining COVID safe practices. While it was challenging we maintained relationships with families through:

- 21 online playgroups.
- 15 online transition to school sessions.
- posting 7 video stories on Facebook (plus other community information).]
- posting community information on the SaCC Facebook page.
- many WhatsApp messages, photos and information posts in specifically set up groups.
- the distribution of over 600 craft packs for children to do at home.

We are looking forward to continuing to develop our relationships with the community when we are able to resume our normal activities and routines as COVID restrictions are eased in the future.

We would like to thank our community partners, particularly Save the Children Australia, for their ongoing support during 2020.

Wendi and Madeleine

SaCC Facilitators

School vision

Lakemba Public School aims to develop the whole student by working with the community to provide a varied, contemporary and comprehensive curriculum. Improved educational outcomes for all students will position them to live fulfilling, productive and responsible lives in a fast paced, technological global world of the future.

The school will provide a safe and supportive learning environment in which the school values of respect, cooperation and responsibility are central to the development of resilient, empathetic, accepting and inclusive individuals. Quality teaching and quality relationships will underpin *Excellence in Practice*.

School context

Lakemba Public School has an enrolment 490 students which has grown from 376 in 2010. The school caters for students from a diverse range of cultural backgrounds. 98% of our students come from backgrounds other than English. The predominant language backgrounds are Bengali, Urdu, Arabic, Pashto, Hindi, Indonesian and Rohingya.

Lakemba's FOEI of 93 (2018) indicates that our community is highly educated, values learning and has high expectations for the academic success of their children. The majority of our community however does not or is unable to work in their field of expertise. In many instances this results in lower economic standards.

The staff of Lakemba Public School is a cohesive and dedicated team of both experienced and beginning teachers who work collaboratively towards a shared vision of providing quality, differentiated teaching and learning programs to improve learning outcomes for all students. Future focused learning and student engagement through quality teaching and assessment for learning strategies are priorities.

The school welfare system is built on respect, cooperation and responsibility.



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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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	2020 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 performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching and Learning

Purpose

To achieve improved learning outcomes for every student through the provision of quality teaching and learning environments that promote deep understanding and connectedness.

Improvement Measures

Establishment of a consistent and sustainable whole school process that aligns the Syllabus and Literacy Learning Progressions.

Establishment of a consistent and sustainable whole school process that aligns the Syllabus and Numeracy Learning Progressions.

A whole school approach to assessment.

Visible representation of student achievement and growth in Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1: Literacy

Whole school implementation of the Literacy Progressions in line with Syllabus documents to develop dynamic and appropriate teaching and learning programs.

Evaluation	Funds Expended (Resources)
Team Leaders have led Stage members in consolidating their Professional Learning in demonstrating clearer links between the Syllabus and the Literacy Progressions in order to differentiate, assess and evaluate units of work in order to improve student outcomes in Literacy.	Teacher Professional Learning Funding Equity Funds

Process 2: Numeracy

Whole school implementation of the Numeracy Progressions in line with Syllabus documents to develop dynamic and appropriate teaching and learning programs.

Evaluation	Funds Expended (Resources)
Team Leaders have led Stage members in consolidating their Professional Learning in demonstrating clearer links between the Syllabus and the Numeracy Progressions in order to differentiate, assess and evaluate units of work in order to improve student outcomes in Numeracy.	Teacher Professional Learning Funding Equity Funds

Process 3: A Culture of Data

The regular and systematic collection, analysis and interpretation of data to inform the creation of differentiated and dynamic teaching and learning programs.

Evaluation	Funds Expended (Resources)
Collection and analysis of data K - 6 continues to take place with an emphasis on validity and reliability.	Teacher Professional Learning Funding
Staff enter assessment data for all students into a Google Sheets document.	Equity Funds
Collaboration and dialogue continues to take place across K - 6 in regard to the formulation of a whole school assessment schedule.	

Strategic Direction 2

Learning for the Future

Purpose

To provide opportunities for quality programs that enrich and empower our whole school community with a contemporary skillset to support them to be successful learners.

Improvement Measures

Teaching and learning programs reflect shift in teacher pedagogy.

Students can self and peer evaluate and reflect on the way they learn.

Increased number of teachers using contemporary teaching and learning strategies in their program.

Growth in student, teacher and parent understanding of qualities needed for future success.

Progress towards achieving improvement measures

Process 1: Contemporary Teaching and Learning

Provision of structured and focused professional learning for staff and community to develop the understanding and skillset necessary for students to become lifelong learners who are responsive to a changing world.

Staff use knowledge gained through professional learning to research, inform and design integrated practice and environments.

Evaluation	Funds Expended (Resources)
<p>Following Professional Learning in 2019 the decision was made to dedicate an hour of Release from Face to Face (RFF) each week to Digital Technology. During Semester 1 the RFF teacher worked with students to introduce them to a variety of digital technologies including Bee Bots, Micro:bits, Makey Makey and Botleys. The students were involved in solving problems using digital technologies.</p> <p>During Semester 2 the weekly sessions became co-teaching sessions that involved the previously RFF teacher working collaboratively with the classroom teacher. The Digi Tech lessons were aligned with classroom programs. This provided teachers with the opportunity to become familiar with digital technologies and ways that they could be embedded in their pedagogy.</p> <p>During the year the school also had access to the Augmented Reality (AR) STEM Share Kit that was used across the school.</p>	Staffing allocation

Process 2: Lakemba Learners

Through research, professional learning, discussion and sharing, the development of stakeholder understanding of the qualities a contemporary learner needs to be successful.

Evaluation	Funds Expended (Resources)
<p>A consistent understanding of learner qualities was not achieved due to numerous factors including changes to priorities in light of COVID-19. While the expected processes were not achieved, staff reflections across the school indicate that this remains a priority for Lakemba Public School students to ensure growth and achievement at all levels.</p>	

Strategic Direction 3

Quality Relationships

Purpose

To develop quality, authentic and positive relationships by providing opportunities for the students, staff, parents and carers, community of schools and community partners to connect, succeed and flourish.

Improvement Measures

A whole school positive behaviour for learning system designed for the classroom and playground that results in improved behaviour outcomes measured and refined according to data collected from a variety of sources.

Whole school implementation of wellbeing programs that are underpinned by positive relationships.

Visible parent involvement in the school and classroom.

Progress towards achieving improvement measures

Process 1: Student Relationships

Implementation and development of programs that support the social and emotional wellbeing of students, staff and the community

Evaluation	Funds Expended (Resources)
<p>PB4L</p> <p>PB4L lessons were written in line with the school developed Scope and Sequence. Lessons are being taught in the majority of K - 6 classrooms. The PB4L mascot will be presented to the Principal for feedback and approval in Term 1, 2021.</p> <p>In Term 1, 2021 the PB4L systems and structures will be evaluated by the staff, students and community.</p> <p>There will be a focus on positive behaviour systems in 2021.</p> <p>Wellbeing</p> <p>Despite the fact that parents and the community were not able to join us for any events, the students and staff continued to celebrate and enjoy events such as Book Week, Education Week, Harmony Day and Potato Hill Gallery. Book Week was successful with Years 1-4 dressing up in their favourite book character. Years 5 and 6 created curious creatures out of clay which were displayed in the school hall.</p> <p>Positive student relationships continued to be developed through whole school events and the teaching of Bounce Back and MindUp.</p> <p>Students completed Bounce Back surveys. The data is yet to be analysed to determine our next steps in developing student relationships.</p>	<p>Professional Learning Funding</p> <p>Equity Funds</p>

Process 2: Staff Relationships

All staff receive ongoing, planned systematic and appropriate mentoring to drive performance and team dynamics.

Evaluation	Funds Expended (Resources)
<p>Staff developed their Professional Development Plans (PDP) with the support of their Team Leaders who set aside time in their programs during Term 1,</p>	<p>Professional Learning Funding</p>

Progress towards achieving improvement measures

Term 3 and Term 4 to assist staff to develop, evaluate and complete their PDP. Throughout the year staff check in with their Team Leaders in regard to their progress toward their goals.

During Home Learning staff undertook Professional Learning in regard to technology and online learning. All staff were mentored to develop online learning activities and communicate safely and ethically with their students and their families. Staff also became very familiar with video conferencing tools such as Zoom and Teams.

Towards the end of Semester 1 and 2 all staff were allocated time to discuss student reports with their Team Leader. Beginning teachers and early career teachers were provided with additional time to be mentored through the report writing process.

Beginning teachers were mentored regularly during their additional Release from Face to Face (RFF) teaching by Team Leaders.

Team Leaders combined with Team Leaders from Belmore South Public School to develop their knowledge and skills in Leadership through a series of online and face to face sessions facilitated by a Principal School Leadership and the Director Educational Leadership.

In the same way that students at Lakemba identify two adults in the school who believe in them and that they can go to for support, staff identified a person in the school who believed in them. They were encouraged to meet up with these people informally.

Equity Funds

Process 3: Community Relationships

Development and growth of community engagement by extending opportunities for the community to be involved authentically in the school.

Evaluation	Funds Expended (Resources)
<p>There was restricted community interaction and involvement during 2020 due to COVID-19 guidelines. Community relationships were maintained through phone calls, google classrooms, emails, notes, school newsletter, Skoolbag app and school sign.</p> <p>Staff were stationed outside the school each morning and welcomed students to school as well as reassured parents and answered any questions parents may have had.</p> <p>The Principal and other executive team members farewelled students and parents each afternoon outside the school gate.</p> <p>The School as a Community Centre (SaCC) facilitator maintained parent connections through Microsoft Teams, Zoom and WhatsApp meetings and groups. Playgroup was held on line. Craft and literacy packs were distributed regularly to families as they picked up their children at the end of the school day.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<p>English language proficiency</p>	<p>Staffing 3.2 FTE</p> <p>Additional Staffing 0.4 FTE EAL/D Mentor</p> <p>Flexible Funding \$38 962</p>	<p>Ninety-eight percent of students at Lakemba Public School speak a language other than English. The school based '<i>All Teachers are EAL/D Teachers</i>' initiative was planned and implemented during 2020. The program used the expertise and experience of the EAL/D team and an EAL/D mentor to develop the knowledge, understanding and skills of other staff to use the Teaching and Learning Cycle and the EAL/D Learning Progressions to assess, plan for and implement rich and appropriate learning experiences for all students.</p> <p>Throughout the year the model of EAL/D delivery to students was modified to support students in the classroom rather than in withdrawal groups. The EAL/D team co-teach with classroom teachers to support student's Literacy growth..</p> <p>Professional Growth and Reflection sessions - two hour sessions of focused learning and reflection every two weeks - were timetabled to facilitate teacher professional development, collaboration and consistent teacher judgement which focused on student writing.</p> <p>Flexible funding was used to employ School Learning Support Officers (SLSOs) to further support student learning and growth.</p> <p>The '<i>All Teachers are EAL/D Teachers</i>' initiative will continue in 2021. It will broaden it's focus to include other subsets of the EAL/D Learning Progressions.</p>
<p>Low level adjustment for disability</p>	<p>Staffing 1.4 FTE</p> <p>Flexible Funding \$85 001</p>	<p>Classroom teachers, Team Leaders and the Learning and Support Team (LaST) used data to identify students who required additional support to improve their learning outcomes. They worked collaboratively to plan and design time-framed, targeted Individual Education Plans (IEPs) to address each identified student's needs. While these IEPs were managed by classroom teachers, in many instances Student Learning Support Officers (SLSOs) were also an integral part of the success of the programs. Close monitoring and the tracking of student progress by classroom teachers and the LaST allowed for the planning of future teaching. Professional development opportunities for all staff allowed them to deepen their understanding and knowledge of student learning.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Staffing 0.791 FTE</p>	<p>QTSS funding was used to provide teachers with additional time to learn, plan and develop their knowledge of each other's work across K - 6 and build Collective Efficacy. Teachers were mentored and supported to develop their knowledge and pedagogy to improve student outcomes.</p>

Quality Teaching, Successful Students (QTSS)	Staffing 0.791 FTE	<p>As part of Strategic Direction 1 funding was also used to provide time for Team Leaders to focus on developing their team members' use of data to plan for and drive student learning.</p> <p>The QTSS allocation also allowed time for teachers to work with their Team Leader to Performance and Development Plans (PDP) as well as specific project initiatives across K - 6.</p>
Socio-economic background	Flexible Funding \$143 017	Socio-economic background funding was used to employ SLSOs to support intervention programs as well as students in classrooms.
Support for beginning teachers	\$43 441	<p>Beginning teachers were supported through additional release time for professional learning. Time was also provided for professional discussions with their Team Leader. Beginning teachers were also provided with additional support to compile and complete student reports in Semester 1 and 2.</p> <p>Teachers engaged in meetings for accreditation and areas of interest with a beginning teacher mentor.</p>
Targeted student support for refugees and new arrivals	Refugee \$16 428 New Arrival Funding 0.4 FTE	The school continues to support refugee students, newly arrived students and families transitioning into school and the community through a range of classroom and community-based programs and initiatives. An additional classroom teacher was employed to work with students who identified as a refugee or who had a refugee like background. Experiences were also organised to broaden student experiences. Families and students were also supported through the provision of uniforms and school supplies.
Flexible Wellbeing Funding	\$40 060	Flexible Wellbeing Funding was used to partially fund all students to take part in Sport in Schools Australia (SISA). Each Stage was involved in SISA once a fortnight for two hours. The program focused on advancing the education of Personal Development, Health and Physical Education (PD/H/PE). Students were involved in gymnastics, sport and health.
Beginning School Well Funding		The Beginning School Well program was not offered by the NSW Department of Education in 2020.
New Arrivals (NAP) Funding	Staffing 0.4 FTE	Newly arrived students to Australia are eligible for funding to support their acquisition of language. A trained EAL/D teacher was employed to support newly arrived students on the very beginning levels of the EAL/D Learning Progressions.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	268	262	256	246
Girls	227	220	223	211

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	93.1	86.6	86.9
1	90.2	91.1	87.7	82.4
2	90.7	91.8	87.9	84.3
3	93	93.2	88.1	85.9
4	91.8	92	88.1	83.7
5	91.6	93.6	89.3	83.4
6	92.4	93.1	90.7	85.9
All Years	91.9	92.6	88.2	84.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

Lakemba Public School is proactive in managing student attendance. All students' attendance is monitored fortnightly. Classroom teachers contact their students' parents on the second day of absence. They also monitor attendance and address any patterns of student non attendance. Partial attendance in the form of lateness is also monitored.

Regular meetings and monitoring of student attendance between the teachers responsible for monitoring attendance and the Home School Liaison Officer (HSLO) focus on identifying students whose attendance rate falls below 85%. In these instances, meetings with parents and carers are arranged to discuss strategies and formulate plans to improve student attendance.

A Department of Education requirement during the pandemic of 2020 meant that students could not return to their classroom unless they provided a note or medical certificate explaining their absence on the day they returned to school. This has significantly decreased the number of unexplained absences recorded on class rolls.

Students with outstanding levels of attendance are recognised twice a term and rewarded as part of the school's Student Wellbeing System.

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)	4
Classroom Teacher(s)	17.39
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	3
School Counsellor	0.6
School Administration and Support Staff	3.78
Other Positions	1

*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,855,330
Revenue	5,172,320
Appropriation	5,055,342
Sale of Goods and Services	23,216
Grants and contributions	88,407
Investment income	3,054
Other revenue	2,300
Expenses	-5,068,477
Employee related	-4,583,890
Operating expenses	-484,587
Surplus / deficit for the year	103,843
Closing Balance	1,959,173

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.

	2020 Approved SBA (\$)
Targeted Total	148,147
Equity Total	748,269
Equity - Aboriginal	0
Equity - Socio-economic	143,017
Equity - Language	367,114
Equity - Disability	238,139
Base Total	3,362,899
Base - Per Capita	115,202
Base - Location	0
Base - Other	3,247,698
Other Total	568,232
Grand Total	4,827,547

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

The Tell Them From Me suite of surveys provide valid and reliable evidence that can be used for school self-assessment, planning and reporting. The data can help identify strengths and areas for improvement, assess the impact of current initiatives and inform future programs and policies.

Students

The focus of the TTFM student surveys is on engagement and wellbeing. The surveys provide information on a range of areas, such as teaching practices, student aspirations and leadership, from the perspective of students, teachers and parents. This data is relevant in assessing our school's performance across the three School Excellence Framework domains of Learning, Teaching and Leading.

The Tell Them From Me student survey can help schools understand students' perspectives on critical aspects of their school experience, such as social, institutional and intellectual engagement, wellbeing and exposure to quality teaching practices.

During 2020 students in Years 4, 5 and 6 were surveyed twice. An average of:

- 79% of students indicated that they had a positive relationship with their teacher and the school. This was equal to the NSW Government Norm.
- 87% of students indicated that they value schooling outcomes.
- 71% of students were interested and motivated.
- 83% of students expected to succeed at school.
- 84% of students indicated that applied effort to their work.
- 75% of students had a positive sense of belonging.
- 81% of students indicated that their behaviour was positive and they do not get into trouble for disruptive or inappropriate behaviour.
- 81% of students indicated that they were intellectually engaged.
- 75% of students indicated that they expected to go to university.

The overall results in the student surveys trended down slightly between the Semester 1 and Semester 2 surveys. As a school we feel that this can be attributed to the pandemic and the associated interruption to schooling routines.

Teachers

The TTFM Focus on Learning teacher survey provides insights into school and classroom effectiveness, from the perspective of teachers. The results provide information about teachers' views on collaboration, their use of data and school leadership, among other things.

In the eight drivers of student learning - leadership, parent involvement, inclusive school, technology, teaching strategies, data informed practice, learning culture and collaboration - Lakemba teachers' responses were within 0.2 points of the NSW Government Norm. 85% of teachers indicated that they felt that the leadership team was leading effectively for improvement and change.

Parents

The TTFM Partners in Learning parent survey provides parents' perspectives on their child's experience at school as well as learning at home. Data provided by the survey includes information about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Parents were invited to provide feedback to the school in Term 3. In all areas addressed in the survey - parents feel welcome, inclusive school, safety at school, school supports positive behaviour, school support learning, parents support learning at home, parents are informed - Lakemba Public School parents rated in line with the NSW Government Norm.

During home learning the majority of parents felt they were supported with resources, information, support and contact by the school.

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.

At the beginning of 2020 a group of students and teachers were involved in learning about developing a *Welcome to Country* specifically relating to our school. Two Indigenous Community Liaison Officers facilitated the workshops.

The school recognises Aboriginal and /or Torres Strait Islander peoples as the traditional custodians of the land we live, learn and play on and ensures that significant events such as National Sorry Day, Reconciliation Week and NAIDOC Week are recognised in whole school and classroom programs.

A number of years ago all classrooms in the school were assigned an Australian animal and plant totem. At the beginning of every year outgoing classes share information about their totems with incoming teachers and students. All plant totems are growing in either the school's Bush Tucker Garden or general garden. Throughout the year the students have continued to cultivate the school's Bush Tucker Garden under the guidance of teachers.

Lakemba Public School currently has no Indigenous students enrolled.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

Every year the school celebrates the cultural diversity of our community with specific events and activities such as Harmony Day, Ramadan, Eid, Easter and Christmas. While these and many more culturally significant events were recognised by the students and staff during 2020, the community was unable to join the events as they have in the past.