

2021 Annual Report

Lakelands Public School



4266

Introduction

The Annual Report for 2021 is provided to the community of Lakelands Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

To become successful and resilient life-long learners, our vision is to collaboratively empower all students to embrace learning, achieve their personal best, become creative thinkers and build their emotional, social and physical well-being.

School context

Lakelands Public School is a P2 located in the Illawarra and has a student enrolment of 350, with 11% identifying as Aboriginal, and is a proud member of the Dapto Learning Community. Our school is a community school with a caring staff committed to providing successful teaching and learning opportunities which cater to the individual learning needs and interests of all the students.

Through our situational analysis which involved consultation with all key stakeholders including students, staff, parents/carers and the Aboriginal Educational Consultative Group (AECG). Internal and external data was used and there was extensive consideration of the School Excellence Framework, What Works Best and the last school plan. We have identified a need to maximise literacy and numeracy outcomes for all students, enhance school culture and improve well-being practices across the school community:

We will embed sustainable whole-school processes for collecting and analysing data in Reading and Numeracy. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

We will embed a learning culture that ensures a commitment to consistency and continuity in curriculum provision, where all students are challenged in their learning and committed to ongoing improvement.

We will promote community collaboration to support consistent and systematic processes that foster a positive approach to school attendance.

We will embed a whole-school approach to student wellbeing, engagement and behaviour management where there is a collective responsibility for student learning and success.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 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	Sustaining and Growing
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: Student growth and attainment

Purpose

We aspire to extend student learning outcomes in reading and numeracy and to build strong foundations for academic success.

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.

- Expected Growth - Numeracy
- Expected Growth - Reading
- Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background: \$258,288.56

Literacy and numeracy intervention: \$58,816.95

English language proficiency: \$4,565.77

Low level adjustment for disability: \$45,000.00

Aboriginal background: \$8,000.00

Professional learning: \$35,409.77

Summary of progress

Due to the disruption of COVID-19 and extensive learning from home period, our school moved successfully to learning from home platforms. This involved Google Classroom for Years 2 to 6 and weekly hardcopy packages for Kindergarten to Year 2. The lockdown climate and our shift towards focusing on the mental health of both staff and students as well as a priority shift towards maintaining simple engagement of students in both online and offline learning over measuring attainment and achievements have made it very difficult to focus on implementing our plan for Strategic Direction 1.

Our next steps in 2022 will be, once school returns to a more 'normal' setting, to take the steps necessary to implement our intended plan to improve reading and numeracy through a range of successful school systems, processes and strategic deployment of staff. It will remain a school priority to keep students engaged and connected to the school community.

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
<ul style="list-style-type: none">• Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated target baseline of 49.54%.• Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 57.88%.	34.09% of students in Years 3 and 5 achieved expected growth in numeracy. 50.00% of students in Years 3 and 5 achieved expected growth in Reading. Both these results left us below our expected target.
<ul style="list-style-type: none">• Sustaining and Growing in the theme 'Data use in teaching' within the element 'Data skills and Use'.• Value-added data in Scout for K-3 continues to show Excelling; Value-added data in Scout for Y3-5 continues to show Sustaining and Growing; Value-added data for Y5-7 increases from Delivering to Sustaining and	<p>Lakelands Public School continues to improve data use in teaching across all teaching staff. Introducing the Assistant Principal Curriculum and Instruction (APC&I) role in 2022 will help this process considerably.</p> <p>K-3 value added is excelling. 3-5 and 5-7 value added is delivering.</p>

Growing.

Strategic Direction 2: Learning Culture

Purpose

We aspire towards embedding a school culture that is strongly focussed on learning, high expectations and ongoing performance improvement throughout the school community.

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.

- Highly Effective Teaching Practices
- A Culture of High Expectations and Highly Effective Curriculum Provision

Resources allocated to this strategic direction

Literacy and numeracy: \$4,000.00

Socio-economic background: \$45,000.00

Summary of progress

One Assistant Principal and one Strategic Direction Team Leader attended the High Potential and Gifted Education (HPGE) leaders course to assist in our whole school's implementation of the new HPGE policy. This occurred in Terms 2 and 3. This training resulted in staff completion of a survey regarding current HPGE practices in our school and the creation of a plan to implement the new policy. Staff have attended the Teacher Professional Learning (TPL) sessions introducing the new policy. Further training and implementation of the whole school plan around the HPGE policy are currently on hold due to COVID-19 lockdown and remote teaching and learning. Further whole school TPL will be provided in 2022.

Students were provided with extra-curricular opportunities aligned to the four domains of the HPGE policy which include Southern Stars Dance Troupe and Tournament of Minds. Southern Stars rehearsals commenced and students attended mass practices, but the event has been postponed until 2022 due to Covid-19 Pandemic. Tournament of Minds Team began training and preparation. The decision was made to not go ahead with the amended ToM program due to student engagement and attendance.

All staff received TPL on Number Talks Week 7 and 8 of Term 2 in Stage Groups. Half-day sessions were led by staff from Warilla Office. Some teachers were able to try one number talk session at the end of Term 2 as a result. Term 3 School Development Day (SDD) Professional Learning on Number Talks did not go ahead due to Remote Learning commencing at the beginning of Term 3. It is to be held at the beginning of 2022 on School Development Day. The teaching staff were enthusiastic and receptive to the Number Talks professional learning and were eager to try it in their classroom during Term 3. Unfortunately, staff were unable to trial Number Talks throughout Term 3 as planned. As a result, teachers have started the 'Learn' component of the 'Learn, Do, Reflect' cycle but have not been able to progress further. The second planned session of Number Talks PL has been rescheduled to SDD Term 1 2022 and teachers trialling the pedagogy in their classrooms will commence after that.

The expected positive changes in teacher high expectations, differentiation and targeted Number Talks as a result of the planned implementation of teacher training have not occurred due to the impacts of the pandemic on face to face teaching.

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
<ul style="list-style-type: none">• A minimum of Baseline 22.7% of Year 3 and 5 students achieve in the top two bands of NAPLAN Numeracy.• A minimum of Baseline 28.2% of Year 3 and 5 students achieve in the top two bands of NAPLAN Reading.	<ul style="list-style-type: none">• 18.63% of students achieved in the top 2 bands in NAPLAN Numeracy.• 37.86% of students achieved in the top 2 bands in NAPLAN Reading.

<ul style="list-style-type: none"> • Delivering in the theme 'High Expectations' within the element 'Learning Culture'. • Delivering in the theme 'Curriculum Provision' within the element 'Curriculum'. 	<ul style="list-style-type: none"> • Lakelands Public School is delivering in the theme 'High Expectations' within the element 'Learning Culture' • Lakelands Public School is delivering in the theme 'Curriculum Provision' within the element 'Curriculum'
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Strategic Direction 3: Well-being

Purpose

We aspire to a strategic and planned approach to whole school well-being processes that support the well-being of all students and staff so they can connect, succeed, thrive and learn.

Initiatives

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

- Attendance
- School Wellbeing Practices

Resources allocated to this strategic direction

Socio-economic background: \$3,500.00

Professional learning: \$3,000.00

Summary of progress

The focus for 2021 was to review, update and implement a revised attendance policy. A staff focus group was formed and included executive, classroom and learning support teachers. During Term 2, they engaged in professional dialogue while reflecting on previous documents and current department policies. A comprehensive policy was created and presented to staff during a scheduled professional learning session. Staff had the opportunity to ask questions, seek clarification and raise concerns. It was agreed that staff would implement this policy for 8 weeks or 2 attendance cycles before it was reviewed. The unexpected transition to Remote Learning for Term 3 and beyond meant that the attendance procedures were adjusted and any attendance concerns were dealt with on a highly individualised basis in consultation with the principal, learning support teacher, teachers and carers. When returning to onsite operations under COVID-Safe guidelines staff resumed following the attendance policy. It will need to be reviewed and amended when the new operating system COMPASS is implemented in 2022 which would simplify the process.

Key Situational Analysis Data showed a need to reengage with and align current practices and programs to the Wellbeing Framework. Key staff, including a lead executive staff member, attended 'Using the Wellbeing Framework for School Excellence' Professional Learning via zoom during Week 5 Term 3 and completed deliverables. It was planned that all staff would engage with this professional learning and evaluative processes in Term 4. To meet the needs of remote learning and returning to onsite operations it was decided that this professional learning will now be presented in 2022. Wellbeing programs were adapted with a focus to maximise student engagement and ensure their well-being was prioritised. Each stage provided the opportunity for students to connect through online learning, Zoom sessions or work packs which included wellbeing activities. When necessary highly individualised responses were utilised in partnership with the learning support team when families were identified as at risk of disengaging.

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 percentage of students attending more than 90% of the time to or above 72%.	We achieved an uplift of 1.64% in attendance and the percentage of students attending more than 90% of the time is now 65.39%.
Current wellbeing policies and programs have been evaluated to assess their alignment with the Wellbeing Framework.	Key staff members have begun the process of evaluating current wellbeing policies and programs and will move forward to collaboratively assess with staff in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$39,156.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lakelands Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: students able to fully participate in their education.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to develop programs that work with the child.</p>
<p>Socio-economic background</p> <p>\$376,788.56</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lakelands 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"> • Expected Growth - Numeracy • Expected Growth - Reading • Data Driven Practices • Highly Effective Teaching Practices • A Culture of High Expectations and Highly Effective Curriculum Provision • Attendance • School Wellbeing Practices • Other funded activities <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 number talks to support student learning. • employment of additional teacher to work as Literacy and Numeracy mentor with students performing below the expected stage level • planning days to assist teachers in developing programs to support student learning needs <p>The allocation of this funding has resulted in: Numeracy NAPLAN results above state and statistically similar school groups (SSSG)</p> <p>After evaluation, the next steps to support our students with this funding will be: Lakelands will continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. This role is now filled by newly appointed AP C&I. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member to include monitoring of student attendance.</p>
<p>Aboriginal background</p> <p>\$43,183.96</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lakelands 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</p>

<p>Aboriginal background</p> <p>\$43,183.96</p>	<p>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"> • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$4,565.77</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lakelands 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"> • Expected Growth - Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: students being supported in their learning through improved access to curriculum outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: ensuring professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Low level adjustment for disability</p> <p>\$134,699.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Lakelands 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"> • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: students are further supported around all areas of their schooling. The</p>

<p>Low level adjustment for disability</p> <p>\$134,699.40</p>	<p>school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of School Learning Support Officers.</p>
<p>Literacy and numeracy</p> <p>\$4,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lakelands Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: identification of high potential and gifted students in our school from Year 1 to 6. Opportunity to work with staff to best cater for students identified. Programs run to support the needs of identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: the engagement of additional teaching staff using other flexible funding to extend intensive small group intervention programs for high potential and gifted students.</p>
<p>QTSS release</p> <p>\$60,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lakelands Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers are moving towards embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the program in it's current form to enable staff to embed best practice into their teaching. Staff will work closely with newly appointed AP C&I to achieve this change.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,816.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lakelands Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$58,816.95</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"> • Expected Growth - Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: differentiated teaching through ongoing formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: the engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$190,766.29</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 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups • providing targeted, explicit instruction for student groups in literacy (phonics and writing skills) and numeracy (whole number and fractions/decimals) • releasing staff to participate in professional learning • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals in Literacy (Stage 1 and 2) and Numeracy (Stage 2 and 3).</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	156	157	155	156
Girls	163	170	184	178

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.3	90.8	93.8	90.7
1	92.4	94.5	92.3	91.9
2	93.9	92.9	92.8	87.6
3	92.9	94.1	91.4	90.6
4	92.1	91.7	91.8	90.4
5	92.1	91.3	91.2	89.6
6	91.1	90.6	90	90.2
All Years	93.1	92.3	92	90.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

Attendance figures in 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 has 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.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.75
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	236,567
Revenue	3,679,930
Appropriation	3,620,269
Sale of Goods and Services	2,637
Grants and contributions	56,112
Investment income	113
Other revenue	800
Expenses	-3,644,647
Employee related	-3,292,883
Operating expenses	-351,764
Surplus / deficit for the year	35,283
Closing Balance	271,850

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.

	2021 SBAR Adjustments (\$)
Targeted Total	39,156
Equity Total	561,613
Equity - Aboriginal	43,184
Equity - Socio-economic	378,847
Equity - Language	4,566
Equity - Disability	135,016
Base Total	2,546,591
Base - Per Capita	83,569
Base - Location	0
Base - Other	2,463,022
Other Total	205,457
Grand Total	3,352,818

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

As part of the consultation process for the development of the Annual Report, students and community members were surveyed to elicit responses regarding their opinion about the school. Comments included:

Lakelands Public is a school with very good quality teachers that obviously care about the students in their care.

The school provides our children with a wide variety of educational experiences.

Lakelands Public School is a friendly nurturing environment with a friendly and accommodating staff.

Student opinions about the school were also sought through Tell Them from Me Surveys, with a large majority of students indicating that the school catered for their learning needs and the learning needs of other students, and the school encouraged them to achieve their best.

Parents

In 2021 parent survey data indicated that:

- 86% of respondents believe that the school successfully meets their child's academic needs.
- 86% of respondents believe that the school provides good access to technology for learning.
- 82% of parents feel that communication with the school assists their child to learn.
- 80% of parents feel that their child enjoys coming to school each day.
- 89% of parents indicated that the school has a positive, optimistic feel.
- an average score of 8.4 out of a possible 10 was given in recommending our school to friends.
- 100% respondents indicated that the school actively promotes and implements the values of pride, respect, excellence and integrity.
- 85% of respondents indicated that the staff at Lakelands Public School are professional, committed and caring.
- future areas for consideration were identified as increased cultural programs, improved car parking facilities and air conditioning.

Students

Overall, student survey data indicates that students have a strong sense of connection to the school

- 75% of students reported they had a high sense of belonging.
- 75% of students reported they had positive relationships at school.
- 78% of girls reported that they were interested and motivated in comparison to 62% of boys.
- 90% of students reported a strong commitment to working hard to succeed.
- Students rated effective classroom learning time as 7.9 out of 10.

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.