

2021 Annual Report

Lakeside School



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Introduction

The Annual Report for 2021 is provided to the community of Lakeside 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.

School contact details

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School vision

Lakeside School is committed to fostering a supportive, inclusive and collaborative school culture. We are dedicated to empowering the whole school through delivery of individualised, innovative and fun learning programs that support each student to reach their full potential. This culture creates lifelong learners with opportunities to enhance active community engagement.

School context

Lakeside School, located in Lake Macquarie provides individual education and transition programs for students K-12 with a primary diagnosis of moderate to severe intellectual disabilities. Students may also be diagnosed with a secondary diagnosis such as autism, sensory needs, physical, complex behavioural, and/ or health care needs. Enrolment of students at Lakeside School is through a Regional Placement Panel. The school has seven classes with six being IO/IS (moderate to severe intellectual disability) and one multi-categorical class.

Staffing comprises one non-teaching Principal, two teaching Assistant Principals five classroom teachers, three days a week relief teacher, one day a week librarian, and a day a fortnight support teacher. The school is supported by a full-time Administration Manager, five days a fortnight Administration Officer, seven Student Learning Support Officers, and a two-day week General Assistant.

School programs are designed around key learning areas focusing on providing students with a broad range of curriculum experiences. Student programs reflect the skills and knowledge that students will require to move from school to post-school life. Students are taught Early Stage 1 to Stage 6 curriculum using Life Skills outcomes.

The planning process for our 2021-24 School Plan commenced in Term 4, 2020 which involved a parent/ carer survey to identify areas of importance, which included Literacy, Numeracy, Wellbeing, Sport, Sensory and Community Access. The response was 100%. Parent/ carers were asked to rate the importance of each area from 'Not Applicable', 'Not Important', 'Important' to 'Very Important'. Survey responses identified Literacy, Numeracy, Wellbeing, Sport, Sensory programs, and Community Access.

The planning committee analysed results, identifying what parents/ carers considered to be 'important' to 'very important' for their child. The results were:

- Literacy - 80.5%
- Numeracy - 73.2%
- Wellbeing - 95.1%
- Sport - 92.7%
- Sensory - 97.5%
- Community Access - 95.1%

Results from the survey were analysed and the planning committee conducted a Situational Analysis, utilising both internal and external quantitative and qualitative data. Our school planning process was also firmly directed by the School Excellence Framework Self Assessment. Analysing these results, we were able to identify two Strategic Directions in Wellbeing and Positive Partnerships. Student growth and attainment (Strategic Direction 1) has been set as mandatory by the Department of Education.

'Strategic Direction 1 - Student growth and attainment' will focus on 'data and assessment' and 'curriculum initiatives', highlighting communication, literacy, numeracy, and other key learning areas (KLAs). This strategic direction will focus on the need for high-quality assessment tools and procedures, utilising SWANs, the Communication Passport, and Assessment for Complex Learners to plan and implement quality teaching and learning programs.

'Strategic Direction 2 - Wellbeing' was determined due to both 'wellbeing' (95.1%) and 'sensory' (97.5%) identified as the most important aspects of their child's schooling. This direction will focus on both student and staff wellbeing, ensuring that staff have the capacity to implement 'In the Zone' strategies, Rock and Water, sensory learning, and a variety of wellbeing initiatives to best cater for our student's self-regulatory and behavioural needs.

'Strategic Direction 3 - Positive Partnerships' was also identified as very important, strongly supporting 'community access' (95.1%) and 'sport' (92.7%). This direction will focus on enhancing transition and community engagement. A greater focus on supporting students and parents/ carers in accessing the NDIS from K-12 will result in the development of stronger partnerships and better outcomes for our students. Community participation will also involve some new initiatives with students provided greater opportunities in accessing organisations such as the Special Olympics and other sporting associations which have the ability to extend them beyond their local community.

The school will continue to seek the engagement and support from parents/ carers, the AECG, and the wider school community as we implement our 2021-24 School Plan and determine the best directions for our student's needs. The staff is committed to delivering high-quality education for all students.

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	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards 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

To ensure that every student within the school maximises their learning potential and demonstrates measurable growth and improvement each year based on individual goals.

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.

- Data and Assessment
- Curriculum initiatives

Resources allocated to this strategic direction

Literacy and numeracy: \$2,071.88

SSP Quality Teaching support: \$11,066.08

Location: \$647.00

Socio-economic background: \$33,661.80

School support allocation (principal support): \$14,311.52

SSP Supplementary Funding: \$86,421.00

Aboriginal background: \$18,240.14

English language proficiency: \$2,400.00

QTSS release: \$12,893.57

Professional learning: \$13,715.23

Summary of progress

The activities that the school undertook in this strategic direction were developed across the whole school to address student growth and attainment and building staff capacity. The foundation of this initiative was building whole school capacity in assessment, teaching and learning alongside the curriculum. To support this the school implemented staff professional learning in assessment strategies encompassing behaviour and engagement as well as student learning. To support student growth and attainment we utilised the SSP Supplementary Funding to provide intensive Literacy and STEM support to build foundation skills in those areas. Targeted funding was used to employ a Literacy teacher who implemented data driven, needs based programs to small groups. Internal quantitative and qualitative data reflects a reading age increase across the school and engagement in future focused, needs based STEM programs as evidenced in the 'Lakeside Show'. Students continued to work towards SMART goals outlined in their IEPs and engaged in online platforms such as Seesaw and Google Classroom.

The school will continue to utilise the assessment practices and resources as well as align our intensive Literacy program to the reformed English syllabus, with a focus on foundation skills and commence intensive Numeracy programs and initiatives.

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
<p>Data and Assessment</p> <p>Our school will be progressing towards Sustaining and Growing in the themes Formative Assessment, Data Literacy and Data Analysis.</p> <p>This will specifically be achieved by:</p> <ul style="list-style-type: none">• All teachers contributing to gathering	<p>School Excellence Framework</p> <p>Progressing towards Sustaining and Growing in the themes Formative Assessment, Data Literacy and Data Analysis.</p> <ul style="list-style-type: none">• Assessment for Complex Learners trial for Literacy, Numeracy and behaviour• Qualitative and quantitative data informing transition• Uniformed approach to data and analysis across the school - prioritised for 2022

and analysing data.

- Ensuring that assessment is planned and undertaken regularly in all classes and data is systematically collected.
- Continuing to implement SWANS and Communication Passport to determine baseline data.
- The leadership team ensuring that the implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning.

Curriculum Initiatives

Our school will progress towards Sustaining and Growing (aligning with SEF elements) in the themes Lesson Planning and Literacy and Numeracy Focus.

This will specifically be achieved by:

- Teachers regularly reviewing and revising lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective.

School Excellence Framework

Progressing towards Sustaining and Growing in the themes Lesson Planning and Literacy and Numeracy.

- 2021 focus - Literacy assessment practices
- 2022 focus to include Numeracy in readiness for new syllabus

Strategic Direction 2: Wellbeing and Engagement

Purpose

Ensuring that all staff have the capacity to develop and implement programs to enhance student wellbeing to ensure individual goals based on self-regulation, behaviour and wellbeing are established, measured and achieved.

Initiatives

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

- Student Wellbeing
- Staff Wellbeing

Resources allocated to this strategic direction

SSP Supplementary Funding: \$131,960.00

SSP Quality Teaching support: \$31,910.00

Socio-economic background: \$65,000.00

Summary of progress

The activities that the school undertook in this strategic direction were designed to holistically support staff and student wellbeing. The focus of this initiative was the development of the school's Wellbeing program and the ongoing implementation of In the Zone for Learning (ITZ), a program which underpins the teaching, learning and assessment cycle at Lakeside School. We had planned for staff to visit similar settings such as Clarke Road SSP and The Hills SSP however this is postponed until 2022 due to development and access issues. To support staff wellbeing we utilised our annual SSP Supplementary Funding to employ extra SLSOs across the whole school and we also held staff 'Walk and Talks' in place of staff meetings with a focus on debriefing and informal collegial collaboration. Both these activities will continue in 2022. Internal qualitative and quantitative data in the form of parent feedback/ surveys, IEP/ ITP data, suspension data and SENTRAL reports shows that the school is sustaining and growing in the area of holistic wellbeing. The school will continue to support staff and student wellbeing in 2022, with a focus on the Life Skills GO Wellbeing platform and the merging of the junior Wellbeing program with this.

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
<p>Our school will be progressing towards Sustaining and Growing in the themes Attendance, A planned approach to wellbeing, Behaviour, Classroom Management and Facilities.</p> <p>This will specifically be achieved by:</p> <ul style="list-style-type: none">• Teachers maintaining orderly classrooms and manage challenging behaviour to create a positive learning environment.• The school continuing to liaise with parents/ carers of students whose learning is at risk.• Increasing attendance of students attending greater to than 90% from 54.2% in 2020 to 56% in 2021 .	<p>School Excellence Framework</p> <p>Progressing towards Sustaining and Growing in the themes Attendance, A planned approach to wellbeing, Behaviour, Classroom Management and Facilities.</p> <ul style="list-style-type: none">• 2021 focus - In the Zone for Learning and sensory engagement.• Learning and Support Team meetings enabled the school to liaise with parents/ carers of students whose learning is at risk.• Attendance - progress is yet to be seen toward the school's attendance target.
<p>Our school will be progressing towards</p>	<p>School Excellence Framework</p>

Sustaining and Growing in the themes Coaching and Mentoring and Professional Learning.

This will specifically be achieved by:

- The school having a framework to ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored.
- Teachers engaging in professional learning targeted to school priorities, the needs of their students, and the achievements of their professional goals.

Progressing towards Sustaining and Growing in the themes Coaching and Mentoring and Professional Learning.

- Staff mentoring has occurred across the whole school with provision to identified staff, as required.
- Whole staff professional learning included refining the PDP process (both teaching and SASS).

Strategic Direction 3: Positive Partnerships

Purpose

Building positive collaborative and cohesive partnerships which establish, nurture and sustain ongoing positive values and ensure a culture of success for all stakeholders.

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.

- Transition
- Community Engagement

Resources allocated to this strategic direction

SSP Quality Teaching support: \$8,364.00

School to Work: \$935.00

School to work: \$700.00

SSP Supplementary Funding: \$3,978.00

Socio-economic background: \$14,500.00

Aboriginal background: \$800.00

Summary of progress

The activities that the school undertook in this strategic direction were designed to holistically support Transition and Community Engagement. This involved strengthening transition processes by supporting students and parent/carers in the areas of Kindergarten transition, post school options and accessing the NDIS. As a result, students benefited from a successful entry to Lakeside School, improvements of student outcomes, appropriate NDIS packages and effective post-school destination. In 2022, the school will focus on enhancing and refining packages of support for students in the early years. Communication with families was also prioritised in 2021 with the development of social media tools. The impact of this initiative was evident in enhanced community engagement. Next year the school will continue to utilise social media platforms and seek to invite families onto the school site for relevant activities.

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
<p>Lakeside School will be progressing towards Sustaining and Growing in the theme, Transition and continuity of learning.</p> <p>This will specifically be achieved by:</p> <ul style="list-style-type: none">• Actively planning for student transitions (K-12). The school clearly communicating its transition activities to the school community.• The Transition Coordinator collecting information on past students to gauge the effectiveness of their transition to post-school options.• Ensuring 75% of parents/ carers attend IEP/ITP Meetings and Half Yearly Review Meetings.• Collecting data from IEPs on students in Stages 4,5 and 6 to confirm their	<p>School Excellence Framework</p> <p>Progressing towards Sustaining and Growing in the themes Transition and continuity of learning.</p> <ul style="list-style-type: none">• Effective communication of transition plans• Transition Coordinator collected information on the destination of past students• Technology ensured in excess of 85% of parents/ carers attended IEP/ITP Meetings and Half Yearly Review Meetings• Parents/carers of students without an NDIS plan were identified and supported as required

participation in the NDIS. The parents/carers of students without a plan already in place, attend an NDIS information session and/or planning meeting.

Lakeside School will be progressing towards Sustaining and Growing in the themes of Parent Engagement and Community Engagement.

This will specifically be achieved by:

- The school hosting open days for parents/ carers to attend school events and functions.
- Developing a planned approach to presenting success stories on social media.
- Ensuring there is a coordinated effort by the school staff to engage in and reflect on student progress and achievement.
- Ensuring that 100% of teaching staff have presented an item for social media.
- Students being provided with greater opportunities in accessing community events.

School Excellence Framework

Progressing towards Sustaining and Growing in the themes of Parent Engagement and Community Engagement.

- Open days not held in 2021
- Success stories regularly published on social media.
- 100% of teaching staff presented an item for social media.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$113,161.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lakeside 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"> • Curriculum initiatives • Data and Assessment • Student Wellbeing • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • equitable access to specialist resources <p>The allocation of this funding has resulted in: improved outcomes for identified students in the areas of literacy, engagement and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to purchase resources and staffing to support student needs.</p>
<p>Aboriginal background</p> <p>\$19,040.14</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lakeside 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"> • Curriculum initiatives • Community Engagement <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 deliver personalised support for Aboriginal students • purchase of resources to cater for and promote Aboriginal education. <p>The allocation of this funding has resulted in: improved outcomes for Aboriginal students in the areas of engagement and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to purchase resources and staffing to support student needs.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lakeside School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum initiatives <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>English language proficiency</p> <p>\$2,400.00</p>	<p>The allocation of this funding has resulted in: improved outcomes for identified students in literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to purchase resources and staffing to support student needs in literacy.</p>
<p>Location</p> <p>\$647.00</p>	<p>The location funding allocation is provided to Lakeside School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: improved outcomes for the school community with equitable access to learning opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to provide release for school leaders to support community engagement.</p>
<p>Literacy and numeracy</p> <p>\$2,071.88</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lakeside 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"> • Data and Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: improved outcomes for identified students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ additional staff to support student needs in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$12,893.57</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lakeside School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum initiatives <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: improved outcomes for teachers in instructional practice, leading to</p>

<p>QTSS release</p> <p>\$12,893.57</p>	<p>improved outcomes for students in learning and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: ongoing professional learning for teachers to cater for the needs of students.</p>
<p>COVID ILSP</p> <p>\$41,299.92</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in: improved outcomes for identified students in literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to implement targeted literacy initiatives.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	39	41	36	34
Girls	4	6	10	13

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)	2
Classroom Teacher(s)	5.8
Teacher Librarian	0.2
School Administration and Support Staff	9.52

*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	779,979
Revenue	2,514,510
Appropriation	2,488,383
Sale of Goods and Services	260
Grants and contributions	12,931
Investment income	248
Other revenue	12,689
Expenses	-2,452,039
Employee related	-2,202,723
Operating expenses	-249,317
Surplus / deficit for the year	62,471
Closing Balance	842,450

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	0
Equity Total	134,742
Equity - Aboriginal	19,040
Equity - Socio-economic	113,301
Equity - Language	2,400
Equity - Disability	0
Base Total	1,963,908
Base - Per Capita	23,089
Base - Location	647
Base - Other	1,940,172
Other Total	305,709
Grand Total	2,404,359

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.

Parent/caregiver, student, teacher satisfaction

During 2021 there has been an increase in engagement with the wider school community, particularly in the area of social media. This has involved:

- Lakeside Show
- Videos showcasing special days at school
- Photos and videos incorporating dances/community engagement (Chicken and Jump Dance)
- Videos and photos of students engaging in Learning from Home Activities
- End of Year Class videos

As a result of these initiatives, parent feedback has been very positive, resulting in increased collective pride of our school community amongst students and parents/carers.

Staff feedback indicated high levels of satisfaction, motivation and engagement. 2022 will include a specific focus on staff wellbeing.

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.