

2022 Annual Report

Lakemba Public School



2360

Introduction

The Annual Report for 2022 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

The 2022 school year was another successful year of learning and fun at Lakemba Public School. The year began with students working in Stage cohorts and strict health and safety measures in place to ensure that we were COVID-smart. As the year progressed and the Department of Education updated their guidelines for school operations we were gradually able to extend our interactions across the school and community. This included excursions for many of our students as well as Swimming Scheme in Term 4. Throughout these times our Lakemba Public School community demonstrated great resilience, spirit and support for one another.

This report is a snapshot of some of the activities that we were able to enjoy during 2022. As well as these our staff and students enjoyed demonstrating their creativity in our bi-annual Potato Hill Gallery and the Combined Public Schools Music Festival in Term 3. Throughout the year our senior students engaged with outside agencies including Creating Chances, Community Minds and the Story Factory. They demonstrated great leadership skills which flowed through in to activities such as student facilitated after school sports activities for K - 2 and 3 - 6 students as well student planned and led lunchtime wellbeing and library activities.

I want to acknowledge the amazing staff of our school. Their dedication, work ethic and care for our community made all learning and activities possible. I am very proud of their skill, resilience and continued efforts for our students.

I look forward to working with our fabulous community again in 2023..

Jann Price

Message from the students

The 2022 school year at Lakemba Public School has been another great year full of wonderful achievements. There have been many exciting activities and events that have involved all members of our school community. As the Senior Student Leaders, we have also been provided with a range of opportunities to extend our leadership skills.

This year, we proudly represented our school in a number of significant events and special assemblies such as ANZAC Day and Remembrance Day. It was also an honour to take part in the NAIDOC local community event at Anzac Square in July, which involved a Didgeridoo performance, wildlife show, Aboriginal art stall and traditional games.

As members of the Student Leadership team, we have worked alongside the Student Representative Council (SRC). Each week, we met and brainstormed ways to support various charities through fundraising initiatives. The K-6 SRC

members worked hard planning and hosting events, such as Jersey Day, Fruit and Veggie Fun Day, Jump Rope For Heart and Fame Day. The money raised as a result of these events has gone to various charities such as the Cancer Council, Westmead Children's Hospital, the Heart Foundation and Camp Quality. The activities and events were enjoyed by many of our students, parents and teachers.

A range of extra curricular activities were also offered at our school this year. Some of these activities have included Choir, Dance, Debating, Public Speaking, Gardening, and Kids 4 the Planet. One of the highlights of 2022, was the opening of our Potato Hill Gallery in Term 4 which showcased artworks from students, teachers and parents who were inspired by the work of famous artists.

We have learnt so much throughout the year and are grateful for the support provided by our parents and teachers. We wish everyone all the best in 2023.

The 2022 Senior Student Leaders

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 both now and in the future.

Lakemba Public School aims to provide a safe and supportive learning environment which values respect, cooperation and responsibility. We aim to develop resilient, empathetic, accepting and inclusive future citizens.

Quality teaching and quality partnerships will underpin *Excellence in Practice*.

School context

Lakemba Public School is located in South Western Sydney approximately eighteen kilometres from Sydney and has a current student enrolment of 400 students. The school culture is built on the values of respect, cooperation and responsibility. The students, staff, parents and the wider community work together to promote *Excellence in Practice*.

Our school is supported by a strong and vibrant culturally diverse and harmonious community. The largest cultural groups in our school speak Bengali, Urdu and Arabic. Our Community Language Program supports our Arabic students in maintaining and developing their home language. Ninety-eight percent of our students come from a language background other than English. They all require various levels of English as an Additional Language or Dialect (EAL/D) support. There are currently no Indigenous students enrolled.

Lakemba's Family Occupation Education Index (FOEI) of 102 (2022) indicates that our community is highly educated, values learning and has high expectations for the academic success of their children. The socio-economic backgrounds of our families are diverse however a significant number of our families are unable to work in their field of expertise. In many instances this results in lower economic standards.

The school has a strong team of professional, dedicated teaching and non-teaching staff who are at various stages of their careers. They actively engage in high quality professional learning to deepen their pedagogical knowledge and understanding to support student learning and engagement.

The school has completed a situational analysis that has provided directions for this Strategic Improvement Plan. It is important to note that the areas of focus for this plan build on the work undertaken in the previous school planning cycle. The strong threads through the previous school plans focused on continual whole school improvement and the school learning community working collaboratively to support the learning and wellbeing of all.

We have identified through our situational analysis the need for a continued emphasis on embedding quality teaching practices in Literacy and numeracy. We plan that a focus on high impact teaching strategies in conjunction with improved data driven practices will provide, develop and strengthen teacher practice and ensure students achieve expected growth and attainment in learning. Collaboration based on high expectations and effective feedback will provide a strong basis for teachers to successfully plan and deliver quality differentiated instruction to all students including those identified as having high potential or gifted.

The purposeful assessment, collection, tracking and monitoring of K - 6 student Literacy and numeracy data and growth was also identified as an area that needed to be strengthened. An outcome of this will inform more accurate student transitions throughout the school and develop teachers knowledge of each others' work.

Our students' wellbeing and engagement remain a strong priority. Explicit processes and practices along with the development of productive partnerships will support the learning of all students and their development into future citizens.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in Literacy and Numeracy, we will develop whole school evaluative practices and use evidence informed strategies to ensure curriculum provision is responsive to the learning needs of individual students.

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.

- Responsive Curriculum Provision
- Evidence Informed Practices

Resources allocated to this strategic direction

QTSS release: \$57,605.00

AP Curriculum & Instruction: \$150,571.00

Per capita: \$49,000.00

Professional learning: \$35,700.00

Integration funding support: \$253,534.00

Socio-economic background: \$190,996.41

Low level adjustment for disability: \$175,889.40

English language proficiency: \$69,902.84

Summary of progress

After analysis of student and teacher surveys, modifications were made to both Literacy and Numeracy strategies to ensure consistency across K-6. 'Reading and Responding' (renamed Reading To) has been the strategy used to address students' inferential comprehension and 'Mathematicians at Work' (renamed Number Talks) to support the development of students' Number Sense and Place Value. Non-negotiables were set for the planning, teaching and collection of data to ensure clarity and consistency across K-6. Stage teams used worked examples, created by the executive team, to co-plan for Reading and Responding and Mathematicians at Work. K-6 programming templates were created and used.

Teachers engaged in professional learning on the use of PLAN2 in plotting students on the Literacy progressions. During Semester 2, all teachers K-6 plotted target students against the Literacy progressions focusing on the sub element of Understanding Texts. A tracking document was created to track students' inferential comprehension against the Literacy progressions, although it is not yet used consistently across K-6. Numeracy target students are monitored using the Structure of an Observed Learning Outcome (SOLO) rubric although the recording of this data is not yet consistent across K-6.

During 2022 Lakemba Public School was a self-select school for the new NSW K - 2 Literacy and Numeracy syllabuses. While both syllabuses were implemented fully in Year 1 both were trialed in Early Stage 1 and Year 2. All classrooms K - 6 focused on English Textual Concepts, included in the K - 2 English syllabus, as an integral part of the Reading and Responding.

As well as using the Department of Education's Literacy and Numeracy Progressions staff continued to investigate and trial a variety of research-based measures to provide a broader perspective of our students' skills particularly in regard to Literacy and reading.

Implementation of the High Performance and Gifted Education (HPGE) Policy continued throughout 2022. The team participated in professional learning and guided staff to evaluate the current state of implementation against the SEF using the HPGE Evaluation and Planning tool. The team used the Attitudes and Teaching Practices Survey to gain an insight into current teaching practices to support HPGE using the Attitudes and Teaching Practices Survey. Synthesis of data from these evaluations indicate a need for adjustments to programs to ensure the needs of HPGE students are met.

Even though data collection, analysis and use continued to be a focus in individual schools included in Community of Schools (COS) the opportunities to meet throughout 2022 were not as frequent as the team would have liked. On Staff Development Day Term 3 the Assistant Principals, Curriculum and Instruction (APCI) facilitated a session which focused on building the data literacy skills of all staff using current data from all the schools.

The school data team, in collaboration with the COS data team, devised a Whole School Data sheet that tracks student

progress in Literacy and Numeracy. Following the SDD focused on developing the data skills of staff the school has refined the proforma used to include student strengths as well as areas to work on. This online data collection is becoming embedded in staff practice when analysing data.

At Lakemba Public School the APCI was integral to the data team. The team collected a wealth of external and internal data including Check In Assessments, the Department of Education Phonics Screener, NAPLAN, Reading and Responding and Mathematicians at Work data, HPGE and NAPLAN.

A cycle of data collection, analysis and use was developed to ensure that the programs that were developed were based strongly in data collected from students, staff and parents. This cycle was used in Mathematicians at Work, Reading and Responding, High Impact Professional Learning (HIPL) and Structure of an Observed Learning Outcome (SOLO). A weekly meeting has been designated as a data meeting for all staff to either work across K - 6 or within Stage groups. The focus of the data meetings is timetabled so that focus areas are addressed twice a term.

As a result:

- The development of non-negotiables has led to consistency in programming across the school as all teachers K-6 use the programming templates for Reading and Responding and Mathematicians at Work to collaboratively plan for teaching and learning in fortnightly cycles.
- Teachers plot target Literacy students on the Literacy progressions in PLAN2.
- Some teachers use the Literacy progressions tracking sheets.
- Teachers are still developing skills and knowledge in plotting students on the SOLO rubric when monitoring Numeracy target students.

Next steps:

- Continue to co-plan Reading and Responding and Mathematicians at Work to ensure they are embedded K- 6.
- Consistent tracking of Literacy and Numeracy target students using 5 weekly data cycles.
- All teachers K - 6 use the Literacy Progressions tracking sheets to monitor students' inferential comprehension.
- Consistent K - 6 use of SOLO to monitor students' number sense and reasoning in Numeracy during Mathematicians at Work.
- Consistent K - 6 use of Data Sheets and Analysis Proforma.
- The full implementation of new syllabus K - 2 and preparation for the implementation of the new 3 - 6 syllabus in 2024.
- Development and embedding of strategies to ensure that students who demonstrate potential are catered for in regular classrooms.
- A focus on reading and spelling including consistent assessment K - 6.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift of 9.4% of students achieving in the top two bands in NAPLAN Reading.	Data indicates 21% of students are in the top two skill bands for reading which is an increase against baseline data.
An increased percentage from 2021 results of students achieving expected growth in NAPLAN Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An increased percentage of students achieving school based targets in Reading from 2021.	Internal measures were used to establish a school baseline for student progress in Literacy. Data does not allow for measurement of growth at this time as the choice of internal measure was delayed.
An uplift of 7.9% of students achieving in the top two bands in NAPLAN Numeracy.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 8.54% and progress is yet to be seen toward the lower-bound system negotiated target.
An increased percentage of students from 2021 achieving expected growth in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increased percentage of students achieving school based targets in Numeracy from 2021.	Internal measures were used to establish a school baseline for student progress in Numeracy. Data does not allow for measurement of growth as the choice of internal measure was delayed.

Strategic Direction 2: Sustainable Learning Culture

Purpose

To maintain a sustainable learning culture where systems and processes support improvement in learning and engagement.

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.

- Supportive Learning Culture
- Collaborative Practice

Resources allocated to this strategic direction

Per capita: \$58,684.42

QTSS release: \$14,270.00

English language proficiency: \$528,637.00

Low level adjustment for disability: \$79,507.97

Refugee Student Support: \$15,046.00

Professional learning: \$1,011.97

Summary of progress

Even though the results of the What Work Best Survey 2022 indicated a small increase (0.1 overall) in staff perception of Effective Feedback it remains an area that requires specific focus. Staff felt that they were providing effective, detailed and actionable feedback for students and that they created opportunities for students to reflect on their work and progress.. The area of focus is providing worked examples, rubrics and guidelines for students.

Following feedback from teachers the school trialed including an area of strength and an area for growth for each assessment on the K - 6 data spreadsheet. In some instances these were discussed with students. Teachers who trialed this within their classrooms reported that it was beneficial to students and themselves when reporting to parents.

Learning Intentions and Success Criteria (LISC) were included in Reading and Responding as well as Mathematicians at Work programs K-6. This allowed all students in all classrooms to know what they were learning and what they needed to do to be successful within each session. Teachers provided verbal feedback to students based on the success criteria, although it has not yet been measured to what extent this occurred. Analysis of programs indicated that LISC were included in many programs.

During 2022 a specialist EAL/D teacher continued to be employed at least one day per week. She continued to collaborate with the EAL/D team and teachers in a coteaching model. As well as providing quality models of appropriate activities to support students who had a language background other than English she supported teachers to develop and implement these activities in their classrooms.

The moderation of student work samples in writing in relation to the EAL/D Learning Progressions occurred irregularly. The extension of assessment and moderation of student work samples of the other sub skills of the EAL/D Learning Progressions was inconsistent.

The High Impact Professional Learning elements of "student need drives professional learning" and "professional learning is continuous and coherent" underpinned professional learning in 2022. The Professional Learning Model, a termly professional learning calendar and non-negotiables such as front loading and worked examples, supported executive to plan semester long learning sequences to effectively support professional growth and deepen teaching practice for ongoing student growth in Literacy and numeracy.

Regular student attendance continued to be a focus at Lakemba Public School during 2022. Students attending school 90% or more was impacted by the continuing pandemic and the opening of international borders which allowed families to travel to their home country after more than two year. Roll marking and the identification of students whose attendance was of a concern were a focus areas during regular Attendance Data Meetings.

The Positive Behaviour for Learning (PB4L) signage designed and ordered in 2021 was installed and ready for use at the beginning of 2022. Examination of programs and surveys of staff and students indicated that that the teaching of PB4L expectations was inconsistent across K - 6. To enable easier access to the lessons for staff and students the staff were

involved in the creation of PowerPoint presentations to accompany the PB4L lessons that had been programmed. In some instances students added scenarios to the presentations. As the year progressed the PB4L scope and sequence became more flexible and responsive to classroom and playground issues that were reported by staff. Even though examination of the PB4L programs toward the end of the year continued to show that the teaching of the lessons was inconsistent across the school parents reported in the 2022 Tell Them From Me Survey that their children were clear about the expectations (0.9 above the NSW Government Norm).

In Term 3 the leadership team undertook an investigation and review of the school's reward system. The opinions and ideas of staff and students about the school's Award System was collected and after consideration, adjustments to the system were made. This included the alignment of the levels of the Award System with House Points and the inclusion of a new level. Throughout Semester 2 the system as well as the recording of behaviour levels continued to be adjusted. As yet the impact of the adjusted PB4L system combined with the enhanced Award system still has to be investigated.

Given the imminent introduction of the Department of Education's Inclusive, Engaging and Respectful School Policy the school undertook a review of the many whole school wellbeing programs that were already in place. A review of Bounce Back, MindUp and Worry Woos revealed that consistent and reliable data about the implementation, evaluation and effectiveness these programs was not collected or recorded.

The school continued to implement the *People Who Believe in Me* staff and student meetings throughout the year. The students and staff reported that the meetings the meetings to be highly effective and enjoyable for everyone.

The investigation of Collective Student Efficacy began in 2021 with Year 6 students. The development of collaboration across the cohort ensured the success of student led initiatives such as after school sports and gardening. This work was extended to allow students to explore learner dispositions. Year 6 students selected learner dispositions that were appropriate to our school context. While they have developed lessons aligned to the dispositions to learning, there is a need to engage all students, parents and teachers in further work to refine learning dispositions and how they will be embedded in school culture K - 6.

As a result:

- 98% of students indicated in school based open ended questions in Tell Them From Me (TTFM) that they received feedback from their teacher that enabled them to improve their work.
- Co-teaching K - 6 continued in all classrooms.
- Even though examination of the PB4L programs toward the end of the year continued to show that the teaching of the lessons was inconsistent across the school parents reported in the 2022 Tell Them From Me Survey that their children were clear about the expectations (0.9 above the NSW Government Norm).
- Student led development of Lakemba Learner dispositions.

Next Steps:

- Feedback extended to include assessment tasks and academic reports.
- Regular and embedded opportunities for students to self-assess, reflect and monitor their work against success criteria and their learning goals.
- Extension of school data sheet inclusions to all classes K - 6.
- Regular, scheduled moderation of student work samples using the EAL/D Learning Progressions across K - 6.
- Continued co-teaching and collaboration between EAL/D teachers and classroom teachers.
- Schedule and implement regular opportunities for staff to learn from and support each other to deepen teaching and learning.
- Continue to closely monitor student attendance with an expanded focus on partial attendance.
- Focus on mentoring as a focus for more regular, scheduled *People Who Believe in Me* meetings.
- Learner Dispositions - Year 6 investigate further with input from students ,staff and families.
- Development of Lakemba Public School Behaviour Policy in line with Inclusive, Engaging and Respectful (IER) Schools Policy.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift of 5.2% of students attending school 90% of the time or more.	42.45% of students attended school 90% of the time or more in 2022. This is a decrease of 27.2% from the previous year.

<p>An uplift of 2.7% of students reporting a positive sense of belonging and advocacy in our school.</p>	<p>74% of students reported a positive sense of belonging at school.</p> <p>78% of students reported that they have a sense of advocacy at school. They have someone at school who consistently provides encouragement and can be turned to for advice.</p>
<p>An increased percentage from 2021 results of students in demonstrating productive learning behaviours.</p>	<p>Internal measures to establish a school baseline for students demonstrating productive learning behaviours were finalised. Data does not allow for measurement of growth as there was inconsistencies with data collection.</p>

Purpose

To develop a connected learning community, where partnerships with students, staff, parents and the community enrich learning.

Initiatives

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

- Communities of Practice
- Positive Partnerships

Resources allocated to this strategic direction

QTSS release: \$10,408.44

Per capita: \$4,000.00

Summary of progress

Throughout the year, the executive team successfully used the PL Model to create high impact professional learning for Literacy, numeracy, attendance and new syllabus familiarisation. Minor revisions were made and additional non-negotiables, such as worked examples and gradual release formats, were included to manage cognitive load. Feedback from staff indicate.....

At Lakemba Public School, aspiring leaders were supported to develop their capacity to lead professional learning within their teams. Evaluation of SLIF and Middle Leadership Development Program resources continued across the COS however leadership development was mostly held within schools due to changing restrictions.

Lakemba Public School is a member of a strong, active Community of Schools comprised of Lakemba, Belmore South and McCallums Hill Public Schools. During 2022 Bexley North Public School joined the group. All Staff Development Days during 2022 began with a whole COS presentation either in person or online. Other activities involving the staff of all schools took place during the day. Throughout the year staff have built on the relationships begun during these days. Some teachers have made connections and visited other schools for observations and conversations about programs that are implemented, curriculum and policies.

The COS Executive Teams met regularly throughout the year. These meetings focused on developing and reflecting on leadership skills both across the COS and in individual schools. The implications and responsibilities for driving the Strategic Improvement Plan were discussed and reinforced within the sessions. Connections across the COS were maintained and new connections were formed. Working parties across the schools in conjunction with Department of Education personnel have been formed to allow school teams to collaborate in preparation for executive staff to support curriculum and policy implementation. This has allowed the executive teams across the four schools to clarify their understanding and responsibilities as well as prepare to deliver professional learning to the staff at their individual schools.

During 2022 opportunities to connect face to face with students, teachers, parents and community were re established. This included Wellbeing Conversations, Learning Conversations and whole school events in which the community was able to participate.

During Wellbeing Conversations teachers, students and parents collaboratively planned for the implementation of Social and Emotional Learning (SEL) goals and discussed strategies to enable students to achieve these goals. Discussion with staff throughout the year indicated that there was a need for a review of the process to ensure that all Wellbeing Conversations (Parent Teacher Interviews) had a similar basis K - 6 and that SEL goals that were set needed to be reviewed with students and parents during the year.

Learning Conversations (Parent Teacher Interviews with an academic focus) which took place in Terms 2 and 3 were opportunities for students to share their learning with their parents and carers. Again, upon review, consistency in the expectations, content, setting of student goals and student participation in the conversations were not consistent across the school.

The Communication Team undertook an inventory of school events and mapped the involvement of students, staff, parents and community. This enabled the team to identify, investigate and plan how to address the gaps in the inventory.

In preparation for 2023 the staff collaborated to prepare Event Planners for significant school events that occurred each year. These planners will be used by the staff responsible for whole school events to plan and prepare for events in the future.

The transition of students from Year 6 to Year 7 continued to be a focus for Lakemba Public School. During 2023 the High School Transition Alliance, **including >> primary schools and >> High Schools** from the Beverly Hills Network was formed. The aim of the Alliance was to find ways to develop and ensure that the emotional and social wellbeing of Year 6 students was supported as they prepared to enter Year 7. The Alliance focused heavily on the simplification and methods for the exchange of student information between Primary and High Schools.

Transitions between grades and Stages in the school continued to be supported by the school. Student voice continued to be captured through the use of sociograms in preparation for the formation of classes for 2023 and support student's sense of belonging and wellbeing. Students requiring additional transition between grades and Stages were identified and involved in additional experiences to become acquainted with their new space prior to them moving to their new grade or Stage.

During 2021 - 2022, a number of students from each class were given the opportunity to work with an Aboriginal Elder and teachers to write our school's Acknowledgement of Country. Following the sharing of a draft of the Acknowledgement of Country with staff and students some adjustments were made based on the feedback. In 2022, the implementation of Acknowledgement of Country in morning assemblies and staff professional learning has been vital in promoting positive perspectives in acknowledging our First Nations Australians.

As a result of a community competition the school's Bush Tucker Garden was named Tumbeelluwa. The student gardening team designed signage for the garden which included the name and information about the native plants and how Aboriginal people used them.

For some years the classrooms in the school have had a plant and animal totem. In 2016 classes in those classrooms prepared information to display about their native plant and animal. In 2022 this information was produced professionally and displayed in the school. In 2022 the classes were named after their animal totem. In 2023 the classes will be named after their plant totem. From 2024 the class names will alternate between animal and plant totems.

Throughout 2022 part of the school's Release from Face to Face (RFF) program focused on Aboriginal perspectives. RFF teachers used high quality student literature, the Bush Tucker Garden and other resources to share information for students about our First Nations' Peoples. In Term 4 the RFF teachers worked with Stage teams to embed Aboriginal Perspectives into their Stage Integrated Learning programs

As a result:

- Continued partnership with parents and community were facilitated.
- PL Model effectively scaffolded High Impact Professional Learning led by executive
- Release from Face to Face ensured a focus on Aboriginal perspectives through integrated learning K - 6.
- Students demonstrate a greater awareness of our First Nations' Peoples.
- Connections between schools in the COS has developed and working parties are operating.
- Students transitioning to school and High School are better supported.
- An active Beverly Hills Network High School Alliance has been formed.
- The majority of Event Planners are in place ready for use in 2023.

Next steps:

- All students K - 6 have Social and Emotional Learning goals in line with Bounce Back and reflect on and adjusted them regularly.
- Wellbeing and Learning Conversations are consistently student led.
- Continue to use and refine the PL model. Ensure that all staff are aware of and use the PL Model to plan and implement Professional Learning.
- Continuation of COS Aspiring Leaders group.
- Programming - implementation of Aboriginal perspectives across all KLA's.
- Engaging an Aboriginal Education Officer (AEO) to facilitate community engagement and understanding.
- Investigation of the most effective forms of parent communication to enable the refinement of processes already in place to reach the majority of parents.
- Use of Event Planner to ensure the smooth implementation of activities as well as maximise community involvement.
- Appointment of an Event Manager to oversee event planning using the Event Planners e.g. ensuring team is aware of upcoming events and that planning etc. is underway within an appropriate time frame.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increased percentage of staff from 2021 using communities of practice to build professional capacity.	Opportunities for face to face learning has resulted in an increase in the number of staff using communities of practice to build professional capacity. In 2022, 94% of staff participated in COS Staff Development Days while an additional 32% of staff participated in COS Teams e.g. Data, Wellbeing SLSO
Parent responses indicate a greater than 2021 average in the <i>Two-way Communication With Parents</i> in TTFM Survey.	Tell Them From Me results show an increase in average data in <i>Two-way Communication With Parents</i> . 2022 results indicate <i>Parents feel Welcome</i> and <i>Parents are informed</i> are both above NSW norms.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$15,046.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support. • support refugee students to participate in school activities including excursions and STARS activities. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - additional time for students to work in small groups with other refugee students. During this time they were able to make connections with others who share similar experiences. This included connecting and spending time with a local High School students from a refugee background. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to support refugee students to develop their sense of belonging through more regular meetings of the group. - to organise more regular outings to enable the refugee students to experience a range of activities and experiences. - to continue to use interpreters, in person and on the phone, to enable easier and more fluent communication with the families of refugee students.
<p>Integration funding support</p> <p>\$253,534.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lakemba 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"> • Evidence Informed Practices <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 • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - eligible students receiving support to access the curriculum as well as social and emotional including behaviour programs. - students have demonstrated progress with personalised small group or individual learning. - IFS students have been supported by Student Learning Support Officers (SLSO) to access differentiated classroom learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to support eligible students to access targeted, differentiated learning to ensure equitable and inclusive access to all learning and development opportunities. - to regularly review and adjust Integration Funding through Learning and Support Team to ensure that student's individual needs are supported.
<p>Socio-economic background</p> <p>\$190,996.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lakemba Public School who may be experiencing educational disadvantage as a result of their socio-economic</p>

<p>Socio-economic background</p> <p>\$190,996.41</p>	<p>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"> • Evidence Informed Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engage with external providers to support students with additional learning needs. • professional development of staff through weekly Growth in Practice sessions to support student learning. • employment of School Learning Support Officers to support students with high level learning needs. • implementation of regular opportunities for staff and middle leaders to review data to inform their practice. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - regular opportunities for all staff to develop their understanding of data analysis to determine where students are in their learning. This has resulted in the overall increase in the analysis of data to inform classroom practice to meet identified student need. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - the continued employment of School Learning and Support Officers (SLSO) to support students with high-level learning needs. - the continued leadership of the COS data team to assist teachers to identify areas where students' are in their learning and to plan what to do next to support students learning needs.
<p>English language proficiency</p> <p>\$598,539.84</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lakemba 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"> • Collaborative Practice • Evidence Informed Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. • establish a core practice (co-teaching) for supporting students learning English as an Additional Language or Dialect. • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - student progress which is reflected in improved proficiency in the English language. - teacher observations and work samples indicate that many EAL/D students are more confident and prepared to take risks with their language use. - increased teacher knowledge and understanding of the EAL/D Learning Progressions and how they can be used effectively to identify and differentiate student learning. - increased capacity of teachers to differentiate instruction to support EAL/D learners. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - ensure that regular opportunities for moderation of student work samples is scheduled, maintained and embedded.

<p>English language proficiency</p> <p>\$598,539.84</p>	<p>- to continue working with teachers to ensure that the implementation of the new curriculum is appropriate for all students.</p>
<p>Low level adjustment for disability</p> <p>\$255,397.37</p>	<p>Low level adjustment for disability equity loading provides support for students at Lakemba 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"> • Collaborative Practice • Evidence Informed Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging additional teacher/s to reduce class sizes and provide students with opportunities for additional teacher attention. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSO). • providing students identified through data with evidence-based intervention MacqLit program to enhance student outcomes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - an increase in the number of students, identified through data, whose learning needs are addressed through additional support. - improved learning outcomes for students particularly in Literacy. - increased opportunities for teachers to support students in their learning as a result of reduced class sizes. - increased support for students through support from SLSO. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continuation of the co-teaching model. K - 6. - regular, scheduled collaborative moderation of student works samples
<p>Professional learning</p> <p>\$36,711.97</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lakemba 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"> • Responsive Curriculum Provision • Collaborative Practice • Evidence Informed Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teachers engaged in high impact professional learning about Literacy and Numeracy with a focus on data analysis to support planning and implementation of explicit teaching and assessment strategies. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved teacher capacity and confidence to use data to inform teaching and learning programs that specifically address and track student needs particularly in Literacy and Numeracy. - the development, implementation and refining of a COS PL model to deliver high impact professional learning. - increased capacity of the Leadership Team to plan, implement and follow up on quality professional learning. - the mentoring other staff members by the Leadership Team, in the use of the COS PL model. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued development of all staff in the use of data to inform practice to meet individual student needs.

Professional learning \$36,711.97	<ul style="list-style-type: none"> - continued use and refinement of the PL model by the Leadership Team. - ensure that staff are mentored in the use of the PL model when planning and implementing PL.
QTSS release \$82,283.44	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lakemba 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"> • Responsive Curriculum Provision • Collaborative Practice • Communities of Practice • Evidence Informed Practices <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 and school based initiatives. • additional time to collaborate on new curriculum and review relevant school documents. and procedures. This included scope and sequences and teaching and learning programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. • additional release time for teachers involved in various programs that support improved learning outcomes including LEED and Literacy and Numeracy initiatives K-6. <p>additional time to collaborate on new curriculum and review relevant school documents. and procedures. This included scope and sequences and teaching and learning programs</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased staff confidence and teaching practice. in using high impact teaching strategies to address the requirements of the English (Textual Concepts, Reading and Responding and inferential comprehension) and Maths (Number Sense and Place Value, Mathematical reasoning and SOLO taxonomy) syllabus. - consistent implementation of school developed Reading and Responding procedures and strategies K - 6. - consistent implementation of school developed Mathematicians at Work procedures and strategies K - 6. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - develop knowledge of each other's work through teacher observation of teaching practice K - 6. - support staff to embed the new K - 2 curriculum. - support staff to engage with the 3 - 6 curriculum due for implementation in 2024. - develop the consistent assessment and tracking of student learning over time. - guide and support the research and implementation of quality reading assessment and instruction K - 6.
COVID ILSP \$224,940.00	<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 2022.</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 additional teachers and SLSOs to deliver intensive small group tuition.

COVID ILSP

\$224,940.00

- providing targeted, explicit instruction for student groups in Literacy - MACQLIT.
- releasing staff to analyse school and student data to identify students for small group tuition groups and monitor the progress of the students and groups.

The allocation of this funding has resulted in the following impact:

- students involved in this small group tuition demonstrated improved performance in Literacy..

After evaluation, the next steps to support our students will be:

to continue to

- implement small group tuition in Literacy using data sources to identify specific student need.
- use appropriate data monitor student progress in Literacy.
- use explicit teaching in small group tuition for students identified as most likely to benefit from additional support in 2023.
- use experienced teachers to deliver the program.
- to monitor student progress as they exit small group tuition.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	256	246	227	204
Girls	223	211	215	193

Student attendance profile

School				
Year	2019	2020	2021	2022
K	86.6	86.9	89.4	82.3
1	87.7	82.4	90.9	82.1
2	87.9	84.3	90.6	83.9
3	88.1	85.9	91.1	85.0
4	88.1	83.7	92.4	82.6
5	89.3	83.4	89.7	83.7
6	90.7	85.9	89.3	83.9
All Years	88.2	84.6	90.4	83.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5
Classroom Teacher(s)	14.09
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher ESL	4.6
School Counsellor	0.6
School Administration and Support Staff	3.62
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.



Book Week



Harmony Day - Everyone Belongs at Lakemba Public School



Toy Museum

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,830,626
Revenue	5,501,828
Appropriation	5,430,854
Sale of Goods and Services	19,673
Grants and contributions	39,341
Investment income	9,960
Other revenue	2,000
Expenses	-5,405,460
Employee related	-4,758,840
Operating expenses	-646,620
Surplus / deficit for the year	96,367
Closing Balance	1,926,993

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.

	2022 SBAR Adjustments (\$)
Targeted Total	268,580
Equity Total	1,044,933
Equity - Aboriginal	0
Equity - Socio-economic	190,996
Equity - Language	598,539
Equity - Disability	255,397
Base Total	3,032,768
Base - Per Capita	111,684
Base - Location	0
Base - Other	2,921,083
Other Total	718,240
Grand Total	5,064,521

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

At Lakemba Public School the Tell Them From Me (TTFM) surveys are conducted annually to support the tracking of student, parent / carer and teacher perceptions of the school experience over time. Students, parents and staff all participate in the survey.

Students

One hundred and sixteen students completed the survey.

- 80% of students indicated that they had a positive relationship with their teacher and the school. This is an increase of 4% since 2021. (NSW Government norm - 85%). It is interesting to note that boys indicated that they had more positive relationships with their peers than girls.
- 87% of students indicated that they value schooling outcomes. (NSW Government norm - 96%). Interestingly girls reported that they valued school outcomes more than boys.
- 69% of students were interested and motivated. While this is similar to 2021 it is 8% below the NSW Government Norm of 77%.
- 85% of students expected to succeed at school. This is an increase of 4% (NSW Government norm - 87%).
- 85% of students, both boys and girls equally, indicated that they applied effort to their work. This is an increase of 6% from 2021. (NSW Government norm - 88%).
- 74% of students had a positive sense of belonging. This is an increase of 2% from 2021 (NSW Government norm - 81%). One of the ways the school is addressing this is through the *People Who Believe in Me* initiative.
- 80% of students indicated that their behaviour was positive and they do not get into trouble for disruptive or inappropriate behaviour. (NSW Government norm - 83%).
- 53% of students reported that they do homework for their classes with a positive attitude and in a timely manner (NSW Government norm - 63%).
- 77% of students indicated that they expected to go to university. The overall results in the student surveys trended down by approximately six percent more than 2022. 89% of parents reported that they expected their child to go to university.

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. Thirty three teachers completed the survey.

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 Norms. All areas of teacher survey trended up by an average of 2.5 points.

Teachers reported positively that they:

- work with school leaders to create a safe and orderly school environment (8.0).
- school leaders have helped them establish challenging and visible learning goals for students (7.4).
- work with other teachers about strategies that include student engagement (8.1).
- they discuss learning problems of students with other teachers (8.4).
- set high expectations for student learning, 8.6
- monitor individual student progress,
- use data to inform their practice and
- work with parents to solve problems interfering with their child's progress.
- 91% of teachers believe that the school is a culturally safe place for all students.

Parents

The TTFM Partners in Learning parent survey provides parents' perspectives on their child's experience at school. Thirty nine parents completed the survey.

Parents reported that:

- they feel welcome 7.8 (NSW Government Norm - 7.4).
- the school was inclusive (NSW Government Norm - 6.7).
- they felt their child was safe at school 7.8 (NSW Government Norm - 7.4).
- the school supports their child's positive behaviour 7.5 (NSW Government Norm - 7.7).
- they support their child's learning at home 7.0 (NSW Government Norm - 6.3)
- they were informed 7.3 (NSW Government Norm - 6.6)

In relation to homework 50% of students indicated that they had positive homework behaviours (NSW Government Norm - 63%) while parents reported that 7.6 of teachers expect their child to do their homework on time. Homework from all perspectives needs to be investigated.

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.

Other School Programs (optional)

School as a Community Centre

The Lakemba Community Centre has been well established within the grounds of Lakemba Public School for well over 19 years. Even with the recent changes in leadership the community have embraced the newly formed partnerships and programs offered within the Centre.

Koorana commenced delivering Playgroup in Term 4, 2022 under the funded Start Strong Pathways Program through the Department of Education. The program supports the early learning years of young children by offering families a pathway into early childhood education. 70 children attend Playgroup per week across two days with their parents and carers with 40 of those children going on to be enrolled in a Koorana Preschool.

NSW Health supported families through the Playgroups on a fortnightly basis with sessions in 'Healthy Beginnings' - Developmental milestones and Nutrition. Additional sessions included 'Preparing Little Hands for School' - a Transition to School program.

The SaCC opened its doors to host the Canterbury Community Health Centre and its Clinical Nurse Educator with 'Blue

Book Days' to support families otherwise not attending Baby Health Clinics for their children 0 - 6 years. Nineteen families were seen across a period of 2.5 hours in one session alone.

EACH, the NDIS provider in our Local Government Area, partnered with the SaCC to provide a service to families where there were concerns for their child's development. Program, Chat and Connect was a team of Early Years specialists working with small groups of families each week. This program supported children from 0- 7 years of age from the centre, the school and the broader community. There has been a constant flow of families through each week since the inception of the program.

Australian Early Development Census (AEDC) data identified children vulnerable in areas of Language and Literacy in the Lakemba community. As a result a partnership was formed with The Sydney University final year speech therapy students. They focused on preparing children for Kindergarten with targeted communication and literacy activities. Twelve children and their parents attended one hourly session over 9 weeks. Workshops for parents and weekly take home sheets were provided to continue at learning at home. Pathways for ongoing Speech Therapy where required were established and referrals to other external services were created where needed.

As a sizeable proportion of our families derive from refugee backgrounds or identify as asylum seekers the centre has partnered with STARTTS to support families in programs every Friday. 15- 18 families per week are assisted through programs of 'Parents as a Childs First Educator 'PEEP'.

The impact of financial hardship and food scarcity has created a demand for mothers to reenter the workforce following COVID. Parents of the school and community were surveyed for interests in undertaking studies for employment purposes. Parents undertook a course in Introduction to Espresso Coffee with TAFE NSW. The course was delivered onsite at the Lakemba SaCC.. All 15 students graduated in time for end of year employment opportunities in a growth Industry.

After evaluation, the next steps to support our students will be:

- Continue partnerships already in place.
- Partnership with Junction Works to provide parent workshop to educate and support areas of Domestic Violence through Art Therapy.
- Increase Blue Book days to cover all age groups in Developmental milestones with Canterbury Community Health Centre.
- TAFE NSW courses to explore families interests for positive employment outcomes - Introduction to Beauty.
- Educational programs for families and children on Water Safety through Royal Life Saving Association.
- Apply for funding with Learning Links to deliver Playing Learning to Socialise (PALS) program for children 4- 6 years. This course will aim to assist children to relate to others, teach constructive problem-solving skills for social situations and promote the skills needed for the transition to school.
- STARTTS to deliver FICT (Families in Cultural Transition) primarily in the Rohingya community to support families from refugee and asylum seekers in the past five years.
- STARTTS to deliver 'Circle of Security' . This program focuses on providing understanding and responding to your child's needs, supporting your relationship with your child, improving your child's self-esteem and being a confident parent.