

2022 Annual Report

Lake Munmorah Public School



LAKE MUNMORAH
PUBLIC SCHOOL
"Believe & Achieve"

2362

Introduction

The Annual Report for 2022 is provided to the community of Lake Munmorah Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

At Lake Munmorah Public School, students are challenged to learn and continually improve in a respectful and inclusive environment. We inspire our students and the community to be confident and creative lifelong learners, who are empowered to reach their individual potential and strive for excellence.

School context

Lake Munmorah Public School is a dynamic educational setting located at the southern end of Lake Macquarie. There are 16 classes, catering for the 383 mainstream students, including 54 students of Aboriginal and Torres Strait Islander descent. The school has three Multi Categorical (MC) classes consisting of 21 students and an Early Intervention (EI) unit catering for up to 21 students. These classes cater for children with a range of disabilities and supports the students and their families. In total the school population of 424 students is accommodated in 20 classes and supported by a dedicated and enthusiastic staff. The school thrives with the support of an active and committed P&C, who dedicate their time to the school and community. Lake Munmorah Public School is an active member of the Muru Bilbi Aboriginal Education Consultative Group. Together we support initiatives to improve outcomes for Aboriginal and Torres Strait Islander students at school and in the community.

The school offers students a variety of extra curricula activities that promote the development of the whole child, fostering their individual interests and talents. These activities include inter-school sport competitions, public speaking, dance groups, debating, music, choir, drama and chess. There is a strong focus on student leadership, and opportunities such as the Student Representative Council and the parliament program provide considerable scope for students to develop confidence and skills in this area.

Through our situational analysis, we have identified a need to use data driven practices to ensure that all students have access to stage appropriate learning. Further work is projected to deepen teachers' knowledge and understanding of quality differentiated instruction to students with additional needs including those identified as high performing and gifted. Developing quality assessments, both in formative and summative formats, as well as developing greater teacher confidence in analysis and interpretation of data, are target areas for future growth and further development.

Our school is part of the Lakes Learning Community and working in collaboration with other local schools to deliver professional learning programs designed to support teacher development. This alliance of schools also delivers an intensive Yr 6 to Yr 7 transition program ensuring that our students are settled, confident and ready to learn.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, data driven teaching practices will be refined through well developed assessment processes.

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.

- Quality Assessment Practices
- Data to inform practice

Resources allocated to this strategic direction

Professional learning: \$32,526.12

QTSS release: \$87,112.00

Socio-economic background: \$22,993.22

Summary of progress

Quality Assessment Practices:

Staff completed the modules of Formative Assessment Training, finalising the first year of the program. Collaboration across stage teams assisted the embedding of assessment approaches in reading and numeracy as evidenced in stage meeting minutes. Teachers completed peer observations and staff PDP goals reflected the development of the use of assessment strategies. A mentoring model of observation and feedback was implemented, with executive staff playing a key role in the process of modeling practices, observing practice as well as providing opportunities to observe peer teachers across the school. The Formative Assessment Team continued to collaborate with members of the Community of Schools to develop informative professional learning sessions with supportive resources. High Impact Professional Learning was then delivered at a school level ensuring new content was introduced in a timely and sequential manner, allowing staff time for implementation and reflection on practice. Formative Assessment practices are evident in Teaching and Learning as evidenced through document analysis of Teaching and Learning Programs and classroom observations, mentoring sessions and through implementing focus groups. Staff confidence levels in sharing their success with the use of strategies in the classroom increased. In 2023, all staff will continue High Impact Professional Learning in quality assessment practices, and be provided with further opportunities to observe practice and ongoing support and resources to implement strategies in the classroom.

Data to Inform Practice:

A focus on data collection and analysis practices across the school continued to be a focus. Data was routinely collected and analysed by classroom teachers, led by Assistant Principals and Assistant Principals Curriculum and Instruction. Data analysis days were provided to stage teams to develop skills in analysis, track student progress and plan for future program delivery according to student need. Staff survey feedback indicated that the data days are highly valued and met the needs of staff, regardless of level of experience. In 2023, all staff will continue to engage with Assistant Principals and Assistant Principals Curriculum and Instruction to build the capability of staff to analyse and interpret whole school data sources.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Reading by 6% from baseline data.	The proportion of students in Year 3 and Year 5 achieving in the top two bands in NAPLAN Reading increased by 14% exceeding baseline data by 17%. This has been maintained from 2021 to 2022.
Increase the proportion of Year 5	Data is unavailable for this progress measure in 2022 with an absence of

students achieving expected growth in NAPLAN Reading further towards or at 6% from baseline data.	comparison data from the 2020 cancellation of NAPLAN
Increase the proportion of students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Numeracy by 12% from baseline data.	The proportion of students in Year 3 and Year 5 achieving in the top two bands in NAPLAN Numeracy increased by 4%.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy further towards or at 6% from baseline data.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN
School self-assessment of the School Excellent Framework (SEF) elements of 'Assessment' indicates improvement from Delivering to Sustaining and Growing.	School Self-Assessment of the School Excellence framework (SEF) elements of 'assessment' indicates Sustaining and Growing.
School self-assessment of the School Excellent Framework (SEF) elements of 'Data Skills and Use' indicates improvement from Delivering to Sustaining and Growing.	School self-assessment of the School Excellent Framework (SEF) elements of 'Data Skills and Use' indicates Sustaining and Growing.

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

In order to support the cognitive, emotional, social and physical wellbeing of students, increased engagement of the whole school community in wellbeing and attendances practices will be a priority.

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.

- Wellbeing
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$153,726.92

Summary of progress

Wellbeing:

Social and emotional initiatives continue to be the core of the Wellbeing focus. The Bounceback program was embedded and delivered weekly to students, and compliments the universal strategies in the Positive Behaviour for Learning framework for the school. Reflection on Sentral data indicates a reduction in incidents deemed major, with strategies such as organised activities, strategic support and personnel in classrooms making a difference to classroom climate. Strategic implementation of social/emotional programs in K-3 has supported positive outcomes, resulting in reduced negative incidents overall.

Attendance:

Attendance monitoring letters, Lake Munmorah Public School attendance posters as well as certificates, were routinely sent home to parents to continue to promote the importance of regular student attendance on student learning outcomes. Attendance monitoring letters and Lake Munmorah Public School attendance posters were sent Week 5 each term, highlighting student attendance rates and the schools focus areas for improvement. The certificates recognised students achieving above 95% attendance each term. The attendance initiatives had significant impact on the community, with parents striving to improve their child's attendance. It was also very beneficial in opening communication lines with parents regularly calling to update justified absences. In 2023, this approach will continue in order to strive for further improvement across the school to achieve 90% of students attending 90% of the time. A school Attendance Team will be developed to support proactive strategies for improved attendance.

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
The percentage of students reporting positive wellbeing (Expectations of Success, Advocacy and Sense of Belonging) at lower bound target.	The percentage of students reporting positive wellbeing showed a trend away from the lower bound target by 10%.
Increase the percentage of students attending greater than 90% of the time at lower bound target from baseline data.	The percentage of students attending greater than 90% of the time showed a trend away from the lower bound target by 11%.
School self-assessment of the School Excellence Framework (SEF) theme 'Attendance' indicates improvement at or above Sustaining and Growing towards Excelling.	School self-assessment of the School Excellent Framework (SEF) elements of 'Attendance' indicates Sustaining and Growing.

Strategic Direction 3: Inclusive Education

Purpose

In order to ensure all students are challenged in their learning, teachers will be empowered to develop, implement and evaluate quality practices and processes in differentiation, feedback and high performance across the school.

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.

- Explicit Teaching
- Reaching our potential

Resources allocated to this strategic direction

Socio-economic background: \$49,451.78

Low level adjustment for disability: \$458.70

English language proficiency: \$2,400.00

Summary of progress

Explicit Teaching:

Staff engaged with literacy initiatives to deepen their own knowledge and skills and engaged with the Assistant Principals Curriculum and Instruction to refresh, develop and implement teaching and learning strategies to target identified areas of learning. This included the introduction of vocabulary sprints in classrooms. Initial discussions and planning were undertaken during strategic professional learning times, followed by data discussions once the program was delivered. Further support was provided to class teachers in the form of mentoring sessions by the Assistant Principals, taking place on a three-weekly cycle, supporting data discussions, observation of practice and reflection. Data analysis showed a significant improvement for all students engaged with the program, as well as identifying the ongoing need for targeted explicit instruction in vocabulary development across the school. Staff confidence in delivery of vocabulary instruction was enhanced, with commitment to expanding the program in 2023. This strategy, combined with the refreshing of effective reading strategies has led to more focused, strategic literacy instruction in the classroom. In 2023, staff will continue to engage with the new curriculum and opportunities will be provided to collaborate, observe and reflect on changes to teaching and learning.

Reaching Our Potential:

Targeted intervention for selected students was initiated in 2022 to further develop pathways for higher achievement. After detailed analysis was undertaken of external and internal data, daily instruction was provided for targeted students in an identified area of learning. There was a focus on shifting students in the middle bands of NAPLAN to the top two bands. The focus was on Stage 2 and Stage 3 students and the identified areas included reading, comprehension, vocabulary and writing. Of the Stage 3 students targeted, 75% achieved in the top two bands. Of the Stage 2 students targeted, 80% of students achieved in the top two bands. Overall results indicated Lake Munmorah Public School continued to achieve above SSSG schools and just below state expectations in Reading.

Intervention and K-2 teachers were trained in the InitialLit program. This was utilised for students identified as needing additional support in phonics acquisition and the reading process. Data analysis revealed targeted instruction was needed for some Stage 1 students in phonics acquisition, and was delivered by classroom teachers as part of daily instruction. Teachers reported a growth in confidence, concentration and engagement for students undertaking the instruction.

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
School self-assessment of the School Excellence Framework (SEF) elements of 'Effective Classroom Practice'	School self-assessment of the School Excellent Framework (SEF) elements of 'Effective Classroom Practice' indicates Sustaining and Growing.

<p>indicates improvement above baseline Sustaining and Growing towards Excelling</p>	
<p>School self-assessment of the School Excellence Framework (SEF) elements of 'Curriculum' indicates improvement above baseline Sustaining and Growing towards Excelling.</p>	<p>School self-assessment of the School Excellent Framework (SEF) elements of 'Curriculum' indicates Sustaining and Growing.</p>
<p>School self-assessment of the School Excellence Framework (SEF) theme 'High Expectations' indicates improvement above baseline Sustaining and Growing towards Excelling.</p>	<p>School self-assessment of the School Excellent Framework (SEF) elements of 'High Expectations' indicates Sustaining and Growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$184,410.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lake Munmorah Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrated progress towards their learning goals. Individual Learning Plans were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms and other settings across the school.</p> <p>After evaluation, the next steps to support our students will be: a focus on effective support strategies for addressing specific student need, working to expand the skill-set of staff to target identified needs. This was accomplished through targeted professional learning, with the assistance of the Learning Support Team and the Learning and Support teachers. Regular review and progress monitoring was refined and embedded into current practice. The use of integration funding will be adjusted throughout the year in response to Individual Education Plan reviews to ensure funding is used to address learning needs.</p>
<p>Socio-economic background</p> <p>\$341,092.44</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lake Munmorah Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data to inform practice • Wellbeing • Attendance • Explicit Teaching • Reaching our potential • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • continued professional learning for staff in Formative Assessment, vocabulary sprints and Curriculum Reform to support student learning • employment of additional staff to support students across the school • additional staffing to support students with additional needs <p>The allocation of this funding has resulted in the following impact: targeted professional learning has deepened the understandings for all staff in the identified areas. Engagement with Curriculum Reform has been school-wide, resulting in a deepening understanding of the changes to curriculum and delivery for 2023. Student improvement is evidence by:</p> <ul style="list-style-type: none"> - Year 3 NAPLAN Reading shows the percentage of students in the top two bands at 55.6%, above state results at 54.4%. - Year 3 NAPLAN Writing shows the percentage of students in the top two

<p>Socio-economic background</p> <p>\$341,092.44</p>	<p>bands at 63.3%, above state results at 56.2%. - Year 5 NAPLAN Reading shows improvement from 26.5% achieving in the top two bands in 2021, to 34.5% in 2022.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning in Curriculum Reform will continue, with mentoring from Assistant Principals Curriculum and Instruction and Assistant Principals. Data analysis will continue to be a priority for High Impact Professional Learning as well as for team meetings led by Assistant Principals.</p>
<p>Aboriginal background</p> <p>\$71,734.71</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lake Munmorah Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Connecting to Country to support student learning and engagement • employment of specialist additional staff (SLSO) to support Aboriginal students • engage with Dhinewaan Mentoring to support student engagement and build cultural knowledge and pride <p>The allocation of this funding has resulted in the following impact: Aboriginal and Torres Strait Islander students performed well in NAPLAN 2022 with 88% of Years 3 and 5 students achieving middle or top band for Reading and 78% of Years 3 and 5 students achieving middle or top bands for Numeracy. Results have been achieved due to a focus on data analysis to identify areas for improvement and extension through small group instruction. Students have also been supported through targeted learning in literacy and numeracy with a School Learning Support Officer.</p> <p>Results from the Tell Them From Me survey Student Outcomes and School Climate indicated 71% of Aboriginal and Torres Strait Islander students surveyed indicated they felt good about their culture at school in Snapshot Two, declining from 88% in Snapshot One. A change in delivery of mentoring may be attributed to this, with declining engagement in programs.</p> <p>After evaluation, the next steps to support our students will be: continued efforts to engage and support Aboriginal and Torres Strait Islander students in both academic and cultural activities, with an emphasis on building leadership through Student Representative Council and Student Parliament as well as mentoring through Dhinewaan. The growth in the Aboriginal Education team within the school will seek to expand opportunities to develop culturally meaningful and relevant experiences for all students. Targeted individualised learning will remain a focus for 2023 through the employment of additional personnel to implement reading and numeracy programs.</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 Lake Munmorah 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"> • Reaching our potential <p>Overview of activities partially or fully funded with this equity loading</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: targeted students showed progress in their English as an Additional Language or Dialect progressions, showing significant growth from Emerging to Developing, as a result of the support received from additional staff.</p> <p>After evaluation, the next steps to support our students will be: continued tracking of students to monitor progress, and working with 2023 teachers to build capacity and ensure student progress.</p>
<p>Low level adjustment for disability</p> <p>\$183,510.65</p>	<p>Low level adjustment for disability equity loading provides support for students at Lake Munmorah 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"> • Reaching our potential • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: employment of Learning and Support Teachers to provide direct and timely specialist assistance to students in mainstream classes with disability and additional learning and support needs and their teachers. Students were identified through performance data analysis, observational data and ongoing consultation with parents and carers. Targeted interventions were planned, implemented and reviewed by staff, with the assistance of the Learning Support Team, and follow-up monitored over time. Funds were also used to employ School Learning Support Officers to work with classroom teachers to provide assistance to students with additional learning and support needs. Supports include literacy and numeracy interventions, behavioural and emotional regulation support and playground support. Timetables were fluid and flexible and responsive to student need. Ongoing assessment and monitoring ensures all students are catered for and make expected progress and adjusted where needed to support further improvement.</p> <p>After evaluation, the next steps to support our students will be: continue to utilise additional staff to target areas that are required according to data analysis by teachers and Assistant Principals. The school will continue to streamline Learning Support processes to provide the most appropriate support for students and improve outcomes.</p>
<p>Professional learning</p> <p>\$32,526.12</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 Lake Munmorah 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"> • Quality Assessment Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning of all staff through Formative Assessment to support student learning

<p>Professional learning</p> <p>\$32,526.12</p>	<ul style="list-style-type: none"> • staff release to engage in targeted professional learning in data analysis including mentoring and peer observation <p>The allocation of this funding has resulted in the following impact: all teaching staff have engaged with the Formative Assessment training and continuing to develop and implement strategies in classrooms. The inclusion of High Impact Professional Learning in Curriculum Reform has assisted staff to begin relating units and learning sequences to appropriate assessment strategies. Positive staff survey feedback and mentor meetings highlighted the success of Learning Sprints in the school, with evidence of growth in student achievement in vocabulary and phonics acquisition.</p> <p>After evaluation, the next steps to support our students will be: strategic and targeted High Impact Professional Learning in the new curriculum documents, differentiated to the needs of staff. The Early Stage 1 and Stage 1 staff will be supported in the implementation of the K-2 English and Mathematics curriculum by Assistant Principal and Assistant Principals Curriculum and Instruction. All staff will continue to engage with the Formative Assessment training, being supported to use a range of assessment strategies to monitor student learning.</p>
<p>QTSS release</p> <p>\$87,112.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lake Munmorah 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"> • Quality Assessment Practices • Data to inform practice <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: staff undertaking data discussions, led by Assistant Principals and Assistant Principals Curriculum and Instruction, have led to staff having a deeper understanding of data sources as well as the analysis of student performance from NAPLAN, Check-in and school-based assessment. Data conversations were embedded into stage meetings as a way to ensure continual reflection of student progress in targeted areas of learning. Some staff trialed the use of action plans to incorporate reflective practice. All staff have a deeper understanding of data analysis as revealed in the staff survey and through discussions with executive staff.</p> <p>After evaluation, the next steps to support our students will be: continued engagement with the Formative Assessment training, with guidance and support from Assistant Principals and Assistant Principals Curriculum and Instruction.</p>
<p>COVID ILSP</p> <p>\$262,549.00</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 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 teachers/educators to deliver small group tuition

<p>COVID ILSP</p> <p>\$262,549.00</p>	<p>The allocation of this funding has resulted in the following impact: students across all stages were tutored by ILSP staff. Groups remained small throughout the year, depending on the focus area. Targeted students engaged in explicit instruction, determined by data analysis. Regular review of data, planning, implementation and delivery was undertaken to ensure students had instruction at point of need. ILSP staff shared programs and educational outcomes with class teachers to ensure consistency across curriculum areas. Daily review in lessons was found to have the most impact on student knowledge and retention of concepts. All students engaging with ILSP intervention were found to have made progress, with the growth reflected in external and internal assessment results. It was also noted that student engagement in classrooms increased as a result of improved confidence levels.</p> <p>After evaluation, the next steps to support our students will be: further streamline small group instruction processes to ensure targeted learning at point of need, data is analysed and shared regularly, as well as student progress reflected across all curriculum areas.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • building capacity of staff through High Impact Professional Learning delivered by the Assistant Principals Curriculum and Instruction • working collaboratively with all staff to embed evidence-based teaching practices in Literacy and Numeracy <p>The allocation of this funding has resulted in the following impact: through data analysis of external and internal data, vocabulary was identified as an area for improvement across the school. Assistant Principals Curriculum and Instruction worked collaboratively with stage groups to plan, model, trial and reflect upon explicit teaching practice with each staff member. Part of this process included gathering assessment data, reflecting on growth and planning for future learning, through collegial discussion around data and lesson observations. High Impact Professional Learning was undertaken in data analysis, effective reading and new curriculum. Relational trust was built across the school to ensure staff felt supported with the application of the professional learning. Support was tailored according to teacher need.</p> <p>After evaluation, the next steps to support our students will be: continue to build capacity of staff in new curriculum knowledge, familiarisation and implementation. Trial streamlined, differentiated High Impact Professional Learning cycles to ensure staff are well-supported to learn, do and reflect upon all professional learning. Staff indicated collaboration time was important to them for effective change, therefore this has been taken into consideration for 2023 planning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	227	217	224	210
Girls	210	202	184	189

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	94.2	93.3	86.9
1	93.0	92.1	93.9	87.3
2	93.1	94.6	92.3	88.6
3	92.7	93.1	92.0	86.8
4	92.0	91.9	90.7	87.5
5	91.5	91.5	89.8	84.8
6	90.6	91.3	91.0	82.8
All Years	92.4	92.6	91.8	86.4
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)	6.2
Classroom Teacher(s)	16.38
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.02

*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.

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	376,711
Revenue	5,665,653
Appropriation	5,523,447
Sale of Goods and Services	14,719
Grants and contributions	124,237
Investment income	3,249
Expenses	-5,476,691
Employee related	-5,072,601
Operating expenses	-404,090
Surplus / deficit for the year	188,962
Closing Balance	565,673

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	168,953
Equity Total	598,584
Equity - Aboriginal	71,748
Equity - Socio-economic	340,920
Equity - Language	2,400
Equity - Disability	183,516
Base Total	3,669,140
Base - Per Capita	107,657
Base - Location	0
Base - Other	3,561,483
Other Total	528,607
Grand Total	4,965,284

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

In 2022, students, parents and teachers participated in the Tell Them From Me surveys.

The student survey measures 20 indicators based on the most recent research on school and classroom effectiveness.

Students:

Lake Munmorah Public School is proud of the positive relationships built with students and their families, although the results of the 2022 Tell Them From Me surveys revealed that additional work in this space is required to improve further. The survey revealed that students in Year 4, with a positive sense of belonging, dropped significantly from Snapshot One to Snapshot Two. Students in the Year 5 and Year 6 cohorts were consistent across the two surveys. In the area of positive behaviour at school, Year 6 students felt that many of their peers with positive behaviour declined from 87% with positive behaviour in Snapshot One, to 69% in Snapshot Two.

In the area of Advocacy, students felt that they had an advocate for them to provide encouragement and advice. Results were similar to NSW Government Norms for 2022.

In the area of student outcomes, the survey revealed that teachers set clear goals, learning time is used efficiently, teachers check for student understanding and provide feedback, especially in the Year 4 and Year 5 cohorts. Results were similar to NSW Government Norms for 2022.

Parents:

There were no responses received in the Tell Them From Me parents in Partnerships survey for 2022. In 2023, the school will work to engage parents in this process through a more personalised approach to complete the survey.

Teachers:

The teacher survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The second paradigm is related to dimensions of classroom and school practices. The measures were scored on a ten points scale with 0 indicating a strong disagreement and 10 indicating strong agreement.

Results include:

Teachers collaborate and discuss strategies to increase student engagement - 8.2 out of 10.

Teachers set high expectations of student learning - 8.3 out of 10.

Teachers link new concepts to previously mastered skills and knowledge - 8.7 out of 10.

Teachers establish clear expectations for classroom behaviour - 9.2 out of 10

Teachers work with parents to solve problems interfering with their child's progress - 8.0 out of 10.

In the area of technology, teachers indicated that the use of computers and interactive technology for goal setting, student research and feedback is an area for development - 6.3 out of 10.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.