

2022 Annual Report

Lake Heights Public School



4011

Introduction

The Annual Report for 2022 is provided to the community of Lake Heights 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 Heights Public School, we aim to develop a life long love of learning for our students. We strive to do this through the creation of an environment that motivates our students, builds resilience, and helps them to realise and meet their potential. Our dedicated staff relentlessly pursue student growth and attainment through reflective, innovative and evidence based teaching and learning. High expectations coupled with a targeted focus on outcomes in Literacy and Numeracy ensures our students receive the best start in life. We know each of our students individually and extend this same care to our community, whereby we aim to cultivate a welcoming, inclusive, and consultative relationship with all key stakeholders. Our school values of Care, Respect and Safety underpin all we do.

School context

Lake Heights Public School is situated just south of Wollongong on the northern tip of Lake Illawarra. In 2021, Lake Heights Public School has an enrolment of 136 students. This figure has remained largely stable over time.

Lake Heights Public School has 16 students identifying as Aboriginal in 2021. This constitutes 11%. In some year cohorts, Aboriginal students represent a proportion as large as 26% of the total year group. Aboriginal perspectives in Education remain a strong focus.

In the 2021 data collection period, 32 students identify as having a language or dialect other than English as their first language. This constitutes 23.5% of the student population. In 2021, Lake Heights Public School has an ICSEA of 910, placing it in the 11th percentile. This measure provides useful information in considering the most effective evidence based strategies to implement in order to drive school improvement.

Lake Heights Public School has an invested PandC who work hard to support the school's initiatives. The PandC meet regularly and raise funds for the school as well as taking part in key decision making. The PandC were active in consulting on the creation of the 2021-24 School Improvement Plan (SIP), largely remotely, throughout the COVID stricken periods of 2020. Our PandC also support connected initiatives such as the community gardening program, whereby volunteers come into the school to beautify grounds and generally assist with upkeep.

A large component of the previous school plan involved investing in spaces in the school to make them flexible and innovative. Our classrooms and outdoor spaces are vibrant, attractive and well resourced. We have an internal maker space, as well as a school garden, a loose parts play caravan, and a natural playground. Creative and critical thinking will remain central to our 21-24 SIP so that these spaces are utilised to their full potential. Community surveys in 2020 highlighted that Science, Technology, Engineering and Mathematics (STEM) should remain a focus, and as such, will feature strongly in our plan. Student surveys showed that rejuvenation of Extra Curricular opportunities will be important for student engagement into our new plan.

We have a very productive relationship with our local Warrawong Community of Schools (WCoS). This includes our neighbouring schools, Cringila PS, Warrawong PS, Kemblawarra PS, Port Kembla PS, and Warrawong HS. Principals meet each term to ensure school priorities are aligned and supportive of each other. Off shoot groups such as the Permaculture Partners are also facilitated by the WCoS to make sure that schools are sharing practices and leveraging off each other's skill sets and expertise. Schools across the WCoS share learning data to ensure practices are bringing the greatest outcomes for our students.

As an Early Action for Success (EaFS) School, we have a strong focus on academic achievement K-2. This involves the employment of a Deputy Principal, Instructional Leadership, Literacy and Numeracy, often referred to simply as an Instructional Leader. As their name suggests, this position leads instruction in a school by modelling best practice in teaching, assessment and data use to ensure maximum growth and attainment for our youngest students. This position is supported by an interventionist who works with small groups of students in K-2 to target specific needs identified by classroom teachers in consultation with the Instructional Leader. In 2021, through COVID Intensive Learning and Support Funding, Lake Heights PS will add a second Interventionist to our staff to strengthen this focus and bring greater results for our children.

As our Strategic Directions suggest, Student Growth and Attainment, Wellbeing (including attendance), and Community and Innovation will be our key focuses in the 21-24 SIP. This is what our Situational Analysis, which included consultation with our community and local AECG, identified. We are aiming for strong student academic achievement, calm classrooms, a strong community involvement, and rich, innovative extra curricular opportunities as evidenced by the relevant component of the Department's Tell Them From Me Student Survey. Our school is well resourced under the School Resource Allocation Model (RAM), which will allow us to provide such opportunities and meet our goals. System generated targets in Literacy and Numeracy will underpin all we do and guide our evaluation of practice along the way.

We are excited as a group of education professionals for what our next School Improvement Plan will bring.

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will promote a whole-school culture of collaboration, driven and informed by data and supported by strong professional learning to implement effective teaching practices responsive to individual students' learning needs.

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.

- Whole-school collaborative approach
- Data driven improvement in reading & numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.20
Accelerated Adopter Scheme: \$6,300.00
Socio-economic background: \$68,195.69
Primary Mathematics Specialist Teacher Initiative: \$57,460.00
QTSS release: \$25,972.00
Professional learning: \$13,847.00
Integration funding support: \$50,000.00
Low level adjustment for disability: \$70,993.17
English language proficiency: \$4,299.00
Per capita: \$7,267.07
Aboriginal background: \$10,000.00

Summary of progress

The focus for 2022 was to embed a culture of collaboration amongst our staff as we engage in current research and prepare for the implementation of new syllabus documents. Data analysis and reflection remained a key priority and we strengthened our whole-school analysis procedures.

Embedding a culture of collaboration involved engaging in literacy and numeracy PL as a whole staff, completing Quality Teaching Rounds and Teaching Sprints to enhance intentional teaching practices and creating team teaching opportunities across K-6 with our Assistant Principals of Curriculum & Instruction, our Primary Maths Specialist Teacher and our interventionists. As a result of this focus on collaborative PL, teacher feedback indicated that their knowledge of current research in English and maths had deepened and they were feeling confident with the implementation of the new syllabus documents next year. Student outcomes were monitored and indicated strong growth. Next year, the focus will remain on continuing and strengthening those collaborative practices that staff indicated they find effective and enhancing coaching and mentoring procedures at the school.

The school strengthened their assessment procedures by resourcing collaborative planning days dedicated to analysing assessment and forming intentional teaching practices. We also strengthened our school's assessment collection procedures by creating a common space for assessments to be recorded and analysed. This also served to strengthen our intervention practices during phases of transition. As a result, for the first time staff rated the school as excelling in the domain of summative assessment in the SEF S-aS analysis and intervention data indicated strong student growth. Next year, the focus will be to continue to embed collaborative planning days with a focus on analysing data trends as a school. A focus will also be on developing stronger formative assessment practices and dedicating more stage meetings to analysis of assessment on a more regular basis, with a focus on planning for intentional teaching.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• We are aiming for a 5% uplift in students achieving in the top two bands	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 25.64% and is progressing toward the lower-bound

in Reading, reaching at least 37.7%	system negotiated target.
<ul style="list-style-type: none"> We are aiming for a 6% uplift in students achieving in the top two bands in Numeracy, achieving at least 22.1% of our students in this category. 	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 25% and has met the lower-bound system negotiated target.
<ul style="list-style-type: none"> Maintain upward trendline in students reaching expected growth in reading. 	Expected growth was not able to be determined this year due to NAPLAN not occurring in 2020 due to COVID impact.
<ul style="list-style-type: none"> Maintain upward trendline in students reaching expected growth in numeracy. 	Expected growth was not able to be determined this year due to NAPLAN not occurring in 2020 due to COVID impact.
<ul style="list-style-type: none"> Continued uplift in trend line for Aboriginal and Torres Strait Islander students in the top 3 bands. 	100% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of progress with continued uplift.
<ul style="list-style-type: none"> Continued uplift in trend line for Aboriginal and Torres Strait Islander students in the top 3 bands. 	57% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement of progress with continued uplift.
<ul style="list-style-type: none"> An increase of students demonstrating expected growth in PAT reading and numeracy. 	Data from our PAT reading and numeracy indicates that a large percentage of students are meeting their expected growth in reading and numeracy. Students that haven't met their expected growth marks have been identified for intervention groups for 2024.
Self-assessment against the School Excellence Framework in the elements 'Data Skills and Use' and 'Assessment' will be maintained at Sustaining and Growing.	<p>Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Sustaining and Growing.</p> <p>Self-assessment against the School Excellence Framework in the element of Assessment shows the school currently performing at Sustaining and Growing (with summative assessment at Excelling).</p>
<ul style="list-style-type: none"> An increase of teachers are using internal and external data measures (as outlined in the school assessment schedule) to inform their teaching 	School data indicates teachers reflect on internal and external data measures as outlined by the assessment schedule and now respond to trends in student achievement, at individual, group and whole school levels.

Strategic Direction 2: Wellbeing for Learning

Purpose

To develop a whole-school planned approach to well-being in order to improve learning for all students so that they are able to connect, succeed, thrive and learn in a supportive and caring learning environment.

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.

- Building Positive Behaviour and Learning Environments
- Creating a culturally inclusive environment for learning and well being

Resources allocated to this strategic direction

Socio-economic background: \$101,920.54

Integration funding support: \$9,835.00

Aboriginal background: \$9,608.89

Per capita: \$10,000.00

Summary of progress

The focus for 2022 was establishing a preventative, student-centred approach to behaviour which promoted engaging classrooms and a safe, supportive and inclusive school environment where our students felt respected, valued and supported to succeed. Regular attendance at school and our students' well being were key focus areas.

This involved professional learning for all staff in Zones of Regulation, Trauma Informed Practice PL, The Berry Street Education Model and The Inclusive, Engaging and Respectful Schools Reform Package. Attendance was tracked and monitored daily and attendance goals and plans were implemented. Referrals were made to the HSLO, when necessary, to help get targeted students' attendance back on track. Student learning progress and learning needs were evaluated through our LST processes. A collaborative approach to planning to support students was implemented where classroom teachers, the APC&I, interventionists and SLSOs met to devise targeted support for students. The employment of a Well being nurse during the year, was instrumental in liaising and connecting families with outside agencies so they could support their children's learning. Students participated in well being activities such as Drumbeat and Emotional Intelligence 4 You, as well as cultural activities delivered by Indigenous X.

As a result of our school's strong focus on behaviour PL, our teachers have gained a repertoire of inclusive strategies to manage student behaviour which has led to a reduction in the number of negative incidents and suspensions and has had a positive effect on student engagement and learning. Making attendance a priority has seen significant improvement in the number of children arriving on time for school. Our school community's awareness of the importance of regular school attendance and the impact it has on student achievement, has seen an improvement in all of our students' attendance rates, especially our Aboriginal students. An effective LST that monitors student learning needs and collaborates with teachers, interventionists and SLSOs has resulted in strong student growth this year, particularly in the area of reading. Establishing strong relationships with all of the students and providing programs that support their well being, has resulted in students experiencing a greater sense of belonging at school.

Next year the focus will be to support our students to experience success at school through continuing to develop strong student teacher relationships, instilling a school culture that promotes positive behaviour and implementing programs that foster positive peer relationships and self esteem. Working with agencies, such as The Smith Family, to support our students and families, as well as ensuring our students gain access to professional support with the help of our Well being nurse will continue. Attendance will be a priority as we work towards achieving our attendance goal.

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 attending school 90% or more of the time to the lower bound system-	The number of students attending greater than 90% or more of the time is 35.01% indicating that we haven't reached the lower bound target of 78.8%.

negotiated target of 78.8%.	
<ul style="list-style-type: none"> • Ongoing, monitoring and evaluation of wellbeing, behaviour and attendance plans. 	Internal data indicates a decrease in negative recorded behaviours and suspensions by an additional 5% from 2021 count. We hope to also see a 5% reduction in incidents of suspensions, and total days suspended from 2021 count.
<ul style="list-style-type: none"> • Tracking and monitoring attendance of Aboriginal students to ensure that it is reflective of the school's attendance targets. 	Internal data indicates that 39.1% of the school's Aboriginal students are attending more than 90% of the time.
<ul style="list-style-type: none"> • TTFM Wellbeing data is at or above the lower bound system negotiated target of 78.1% to ensure a larger student population is reporting a greater sense of wellbeing within the school. 	Tell Them From Me data shows 87.22% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating achievement of the lower bound target.
<ul style="list-style-type: none"> • Decrease the number of late arrivals from baseline measure per term. 	Attendance data indicates the number of late arrivals per term decreased by 50% from the previous year.

Strategic Direction 3: Community and Innovation

Purpose

To ensure that our community are partners in learning, there will be genuine consultation and involvement in all aspects of the school. There will be a planned approach to ensure that innovation will be at the forefront of teaching and 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.

- Connecting Community
- Innovation In Learning

Resources allocated to this strategic direction

Socio-economic background: \$3,841.72

Per capita: \$16,592.00

School support allocation (principal support): \$13,945.00

Summary of progress

The focus for 2022 was on rebuilding community involvement as we recovered from COVID, increasing student voice in the school, providing rich extracurricular activities, connecting with our neighbouring school communities and ensuring we continue to innovate in our teaching and learning practices.

This involved holding numerous community events, having students lead proactively in the school to represent the student body, and having staff intentionally deliver rich, innovative learning experiences for our students.

As a result, we were able to see community attendance at our events swell with very positive feedback. We saw students participating in a wide range of innovative and rich learning experiences including the creation of Digital Acknowledgments of Country and SolarBuddy. Our school garden continued to engage students and involve the community and has grown substantially this year.

Next year the focus will be on building a more effective SRC which will support further improvement towards student leadership. We intend to hold subsequent community evenings with a focus on family and curriculum connected through fun. Our Special Interest Afternoons will run again building on 2022 feedback. Our Community of Schools (CoS) group will continue meeting to ensure we deliver consistent, high quality education across our community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased community involvement in all aspects of the school, evidenced by a growing, invested and active P&C.	The school resumed regular P & C meetings in person, with demonstrated involvement in decisions across the school such as finance, recruitment, resourcing, etc. Our attendance at PandC continued to grow in 2022, and we hope this trend continues into 2023. At the request of our PandC, we increased meetings from once a term in 2021 to twice a term in 2023. Our PandC were able to assist the school in policy creation including the student device use procedure and our new School Behaviour Management Plan under the IER reform.
An increase in students having access to STEM-based learning on a regular basis with a demonstrated improvement in problem-solving skills.	All students participated in STEM in 2022. Rich programs were delivered such as SolarBuddy, our Digital Acknowledgement of Country and multiple STEM Share initiatives. Student feedback was very strong and engagement data remained very high.
Trial activity days and afternoons post cohorting restrictions, and implemented staff recommendations on most	We trialed Special Interest Groups in 2022 which were well received by students and staff alike. Surveys afterwards indicated timing could be considered to achieve greater effect, and this will be reconsidered and

effective structure. Local programs extended to involve representative opportunities.	implemented in 2023 as the program will continue. We were not able to extend extra curricular offerings into representative opportunities, and this will remain a focus for 2023.
Parent-teacher conversations include dialogue around teaching and learning dispositions explored in communications from the school.	The focus on Mathematics in this year's major community event - the Community Games Night meant that a dialogue around teaching and learning could continue in a fashion that engaged parents and carers in discussing what happens in their children's classroom. The feedback was overwhelmingly positive, with many parents and carers indicating that they would take the learnings from the evening and implement them in their homes with their children. This was particularly pleasing. We also retained a focus in regular newsletter communication features.
Recovering from COVID, face-to-face opportunities for families to meet, with a focus on parental engagement.	Our families had many chances to meet in 2023. We hosted a Hat parade, a Book Week event, Grandfriend's Day, Education Week open classrooms, and a community games night. We also held twice termly community meetings after school. Our community gardening group was reinstated. All of these things provided opportunities for our families to meet and improve parental engagement. Feedback following these events was overwhelmingly positive.
Student Leaders are contributing frequently to school based decisions and communications.	In 2022, our student leaders were able to have input into policy creation including the Student Device Use Procedure. They also began the year by meeting with and interviewing each class to create a list of focused goals for the year. We were able to work through a number of these including a new basketball pole that is lowered for younger students, novelty fundraisers, and additional equipment in the sports stores. Our student leaders delivered an address at each assembly, and contributed to school newsletters as student journalists.
Data comparison of learning processes across schools to inform teaching practices. STEM professional networking to provide opportunities for staff and students.	Our use of student data between schools was strongest in considering Transition 6-7. Our Community of Schools group continues to focus on learning data comparison to find the best methods of teaching and learning. We will look to explore professional networking more broadly within our CoS in 2023.
Applications made to host regional HPAG class program.	Our School has been active in the HPGE space in 2022 regionally, including having staff teach classes, attend celebrations and contribute to coordination and planning. We have applied to host a class in 2023 and look forward to hearing the outcome of this application.
Activities afternoons reinstated, with community opportunities to spend time in the garden with students and families. Community working bees and Garden Group active in our school.	Our community gardening afternoons were reinstated in 2022. They have been well attended and feedback has been strong. Our community gardening group managed to build and install our Vegepods, weed and replant our existing raised garden beds, as well plant 60 new native trees and shrubs around our school. Our student garden ambassadors have maintained these programs and were able to share successes at the Community of Schools Living Classroom Celebration Day at Warrawong Public School.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$59,835.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lake Heights 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"> • Data driven improvement in reading & numeracy • Creating a culturally inclusive environment for learning and well being <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 <p>The allocation of this funding has resulted in the following impact: IFS funding in 2022 has enabled our school to provide tailored support to all students requiring it. We invested in a number of programs including Macqlit and Minilit to ensure program delivery was effective. All students made progress in their personal learning goals as a result of this support.</p> <p>After evaluation, the next steps to support our students will be: We will continue to invest in the upskilling of our SLSOs to ensure Integration Funding Support achieves maximum effectiveness. In 2023, we are adjusting staffing so that a more even spread is achieved across the week, maximising support. We will continue to use data to monitor and review where support is placed through our Learning and Support Team.</p>
<p>Socio-economic background</p> <p>\$173,957.95</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lake Heights 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"> • Whole-school collaborative approach • Data driven improvement in reading & numeracy • Building Positive Behaviour and Learning Environments • Creating a culturally inclusive environment for learning and well being • Connecting Community • Innovation In Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement • employment of additional staff to support [name] program implementation. • Releasing an off class Assistant Principal to assist with community liaison, wellbeing and student engagement. <p>The allocation of this funding has resulted in the following impact: Having an Assistant Principal released from a class load has enabled visible improvements in student engagement, attendance and wellbeing. We have had significant reductions in behavioural incidence owing to a more proactive and supportive approach. We have been able to utilise this funding to add and extend to the programs that have been successful in our school, such as additional intervention and SLSO time. For the second year running, students at our school report a larger number of students with positive behaviours. This figure now sits 10 percentage points above state average. Similarly, our student reported incidents of bullying have reduced consistently over the last four years, and now sits 16 percentage points better than state average.</p>

<p>Socio-economic background</p> <p>\$173,957.95</p>	<p>After evaluation, the next steps to support our students will be: In 2023, we will continue to release our Assistant Principal from a class load to focus on community liaison, wellbeing, attendance and student engagement. We will continue to top up funds available to employ SLSOs as evidence is illustrating the positive impact of this decision. We will continue to invest in the professional development of staff in order to maximise the effectiveness of teaching and learning. We will focus on ensuring students have a positive sense of belonging at our school, as our Tell Them from Me survey results indicate this area should remain a focus.</p>
<p>Aboriginal background</p> <p>\$19,608.89</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lake Heights 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"> • Data driven improvement in reading & numeracy • Creating a culturally inclusive environment for learning and well being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: In 2022, we were able to secure the employment of an Aboriginal Student Learning and Support Officer. This position allowed Aboriginal students access to consistent and culturally appropriate support. We were able to have a local author visit and speak to children, and we were able to ensure that all students had high quality Personalised Learning Pathways created and reviewed regularly, in consultation with our community. After a number of years working towards it., in 2022, we were able to complete and launch our first Reconciliation Action Plan.</p> <p>After evaluation, the next steps to support our students will be: We will continue the employment of our Aboriginal SLSO in 2023. We will utilise funding to work towards the goals in both our Reconciliation Action Plan and School Improvement Plan. We will continue to source and deliver culturally rich experiences for our students.</p>
<p>English language proficiency</p> <p>\$4,299.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lake Heights 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"> • Data driven improvement in reading & numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staffing and resourcing for the provision of support for students across all phases of the English Language Learning as identified using the EAL/D Learning Progression <p>The allocation of this funding has resulted in the following impact: All students who accessed this funding made progress against the EAL/D Learning progression. We were able to staff intensive learning and support where required, and adequately fund resources for the program.</p>

<p>English language proficiency</p> <p>\$4,299.00</p>	<p>After evaluation, the next steps to support our students will be: Our intervention approach in 2023 will continue to place a focus on our EAL/D learners to ensure that progress continues. We will use data to ensure that subsequent resource allocation delivers maximum results for our students included in the program.</p>
<p>Low level adjustment for disability</p> <p>\$70,993.17</p>	<p>Low level adjustment for disability equity loading provides support for students at Lake Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven improvement in reading & numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention, Multi Lit, to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: We have been able to combine with COVID ILSP funds to ensure intensive intervention was consistent across infants and primary for the duration of 2022 based on student need. We have seen strong student growth as evidenced by both internal and external assessment data. We have been able to provide additional SLSO time, and have been able to train our support officers in high quality literacy and numeracy interventions to ensure the work of our LAST and interventionists is supported in the classroom.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to invest in, and refine the deployment of additional intervention and SLSO time with these funds to support students in mainstream classes requiring additional support with their learning.</p>
<p>Professional learning</p> <p>\$13,847.00</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 Heights 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"> • Whole-school collaborative approach <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Supporting our teachers' Performance and Development Plans with high quality professional learning <p>The allocation of this funding has resulted in the following impact: All teachers at our school have engaged meaningfully in the Performance and Development Process to ensure that high quality professional learning has been delivered effectively at point of need.</p> <p>After evaluation, the next steps to support our students will be: We will continue to tweak our local PDP process and implement departmental reforms coming in 2023. All staff will continue to engage with the professional standards for teachers and continually reflect upon and develop their practice to bring stronger student results.</p>

<p>QTSS release</p> <p>\$25,972.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lake Heights 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"> • Whole-school collaborative approach <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: In 2022, all staff were offered the opportunity to participate in Quality Teaching Rounds with an 84% voluntary take up. All staff were included in subsequent collaborative planning sessions. Similarly, 74% of staff were voluntarily involved in teaching sprints. QTSS provided funds to both release participants and support leading staff to plan and implement. All staff respondents in feedback indicated these processes, collaborative planning sessions in particular were very helpful.</p> <p>After evaluation, the next steps to support our students will be: We will respond to staff feedback and refine the QTR, Sprint and Collaborative Planning processes in 2023. We will consider how these existing processes may combine with the new Curriculum Reform Release changes in 2023 to ensure that the time staff spend together, released from teaching is as effective, beneficial and as productive as possible.</p>
<p>COVID ILSP</p> <p>\$111,939.80</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 • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: We have been able to provide high quality intervention with greater frequency, intensity and duration than we would have been able to otherwise. We have been able to target a large number of students and have seen considerable individual gains for students, as well as consolidation of the learning occurring in their classes.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue implementation of literacy and numeracy tuition in this fashion. To do this, we will utilise 6101 funds in addition to a smaller COVID ILSP allocation. We will plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time for this information to be shared between COVID ILSP Coordinator and class teachers. We will plan additional intervention for identified students not yet meeting their learning goals. We will seek further input from the school's LST and ensure ongoing PL has been undertaken to enable consistent</p>

<p>COVID ILSP</p> <p>\$111,939.80</p>	<p>delivery of effective practice. We will continue to evaluate impact on teaching and learning and refine the program accordingly.</p> <p>Further PL will also include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in all classrooms.</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"> • Whole-school collaborative approach • Data driven improvement in reading & numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Professional Learning in literacy and numeracy • Developing effective Collaborative Practices for staff to enhance their collective efficacy • Developing effective procedures for whole-school assessment practices and data collection • Supporting the intervention team and leading the COVID ILSP <p>The allocation of this funding has resulted in the following impact:</p> <p>*High staff engagement in voluntary collaborative practices such as Quality Teaching Rounds and Teaching Sprints, with staff reflections indicating that they found them beneficial to building staff dialogue and engaging in quality teaching reflection.</p> <p>*Our PL indicated a strong commitment to engaging in literacy and numeracy PL relevant to the new syllabus roll-out and staff reflections indicated that they felt confident in their preparation for the new syllabus rollout next year.</p> <p>*Our reading intervention indicates that we are currently targeting every student that falls in the bottom 25% for reading fluency K-6. Reading growth from students receiving intervention indicates strong growth.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>*Our SEF S-aS data indicated that we need to strengthen our coaching and mentoring practices. To move from delivering to sustaining and growing, we'll need to develop opportunities for staff who have identified themselves as aspiring leaders to have the opportunity to be mentored in this space. We will also provide opportunities for each teacher to receive a coaching/ mentoring session with the APCI once a fortnight, which will then allow the APCI to provide targeted support and team teaching opportunities in their timetable</p> <p>* Our reading intervention is targeted and systematic, but our maths intervention requires us to strengthen some areas. Next year, we will develop stronger data rounds that link to our stage meetings and data analysis.</p>
<p>Primary Mathematics Specialist Teacher Initiative</p> <p>\$57,460.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lake Heights 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"> • Whole-school collaborative approach <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Teacher release of 0.5 to fund participation in the PMST professional learning program. <p>The allocation of this funding has resulted in the following impact:</p> <p>The work of the PMSTI has contributed towards pleasing Mathematics</p>

<p>Primary Mathematics Specialist Teacher Initiative</p> <p>\$57,460.00</p>	<p>results. In 2022, our school's result for students in the top 2 bands was 25%, following 26.7% in 2021. Both of these results are above our system generated goal of 22.1% Our school was also selected by the PMSTI implementation team to participate in a filming project to model best practice. The PMSTI initiative in 2021 has resulted in the availability of high-quality professional learning for staff, and improved learning outcomes for students.</p> <p>After evaluation, the next steps to support our students will be: Evaluation by the state wide PMSTI team has led to the decision to fund a third year of the PMSTI program despite an initial commitment to only 2. This means our school will continue in the program next year, guided by the requirements of the state wide team and tweaked locally to best suit our context. In 2023, we will aim to spread the learnings of the program more widely throughout our school and broader educational community.</p>
<p>Accelerated Adopter Scheme</p> <p>\$6,300.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lake Heights 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"> • Whole-school collaborative approach <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Teacher release for additional collaborative planning sessions for the Stage 1 team 3x per term. • Funding of additional resources used to support the new English and maths units of work. <p>The allocation of this funding has resulted in the following impact: Our teachers gained a deep knowledge of the new English and maths syllabus and evidence behind its development. Our school was recognised as being a high-impact team by the Accelerated Adopter team and was asked to act as an Illustrator of Practice School to speak to Directors and be part of a panel for the Curriculum Reform team . Our student results indicated strong improvement, particularly in phonics with out Year 1 students moving from 50% being on track in 2021 to 74% in 2022.</p> <p>After evaluation, the next steps to support our students will be: To use a similar design of collaboration and support for the roll out of the 3-6 syllabus document. We will also aim to use a similar collaborative practice design to support teachers that are new to our K-2 team to ensure deep knowledge of the evidence behind the syllabus documents.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	66	75	74	64
Girls	63	62	60	62

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	93.2	93.7	85.6
1	92.6	94.2	89.8	91.8
2	91.5	93.6	90.1	78.2
3	90.0	93.5	92.9	85.4
4	90.1	93.4	89.3	82.3
5	89.4	92.2	87.1	83.5
6	91.4	94.0	94.3	78.0
All Years	91.2	93.5	90.8	83.4
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)	2.2
Classroom Teacher(s)	5.88
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	1.63

*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	143,365
Revenue	2,060,011
Appropriation	2,035,066
Sale of Goods and Services	4,068
Grants and contributions	20,283
Investment income	595
Expenses	-2,053,159
Employee related	-1,883,461
Operating expenses	-169,698
Surplus / deficit for the year	6,853
Closing Balance	150,217

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	59,835
Equity Total	268,859
Equity - Aboriginal	19,609
Equity - Socio-economic	173,958
Equity - Language	4,299
Equity - Disability	70,993
Base Total	1,245,845
Base - Per Capita	33,859
Base - Location	0
Base - Other	1,211,986
Other Total	314,168
Grand Total	1,888,707

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

Our community, student and teacher satisfaction remain high at Lake Heights Public School.

For the third year running, an overwhelming majority of measures in the students' Tell Them from Me (TTFM) surveys are trending in a positive direction. In 2022, the TTFM aggregate for Wellbeing related measures was 87.22%. This is substantially higher than our baseline of 75.6% and above our upper bound system generated target goal of 83.6%. We were most proud of our results in student behaviour where children rated at 93% (10 points above state average). Similarly, students indicate a falling number of students experiencing bullying for the fourth consecutive survey, and this percentage now sits at 20% (16 point better than state average). We are still working on improving some areas for our students, such as offering more extracurricular activities following analysis of student feedback.

As part of the Annual School Excellence Self-Assessment Process, our staff have completed an individual survey to gauge perceptions on various aspects of our school. Pleasingly, in 2022, we did not have regression in any element, and experienced only improvements. We had some very strong improvements in the area of student behaviour, where we saw an improvement of 58%. We saw a similar trend in classroom management measures, suggesting that staff feel our focus on professional learning and system overhaul in the area of student wellbeing is bringing success. We also surveyed our staff multiple times throughout the year following particular events, such as Collaborative Planning Days, Staff Development Days, Accelerated Adopter programs and Quality Teaching Rounds. In each of these surveys we gauged perceived effectiveness and put in place tweaks to bring continual improvement. Overall, our data suggests that teacher satisfaction is high.

Effective communication is essential in maintaining high levels of community satisfaction. In 2022, we surveyed our community on how we are going with communication. Pleasingly, we did not receive a single response that rated overall effectiveness below a 7/10, and 75% of respondents placed it at 9 or above. We were proud of this result. During 2022, we planned a Maths Games Night with the dual goals of increasing community engagement, while also upskilling our families in the new Mathematics Curriculum. Pleasingly, we had over 110 attendees. This is a big achievement for a small school. We surveyed our attendees and feedback was strongly in favour of holding another such event. Our PandC attendance also remains strong. Combined, these measures indicate that overall community satisfaction with our school remains high.

A cross section of our parent community was interviewed to gauge how they perceived our school. All members interviewed acknowledged the quality teaching and learning programs being delivered at school and felt that their child's learning needs were being catered for. They all spoke highly of our intervention programs operating at school and how beneficial they have been in supporting students. The community members stated that they supported the school's focus on attendance and the procedures put in place to track and monitor student attendance. Everyone that was interviewed agreed that their child felt valued and supported at school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

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.