

2022 Annual Report

Lakelands Public School



4266

Introduction

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

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

School contact details

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School vision

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

School context

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$322,000.00

Low level adjustment for disability: \$47,869.88

Professional learning: \$22,409.77

English language proficiency: \$2,400.00

AP Curriculum & Instruction: \$180,685.20

Summary of progress

The focus for 2022 was on continued improvement in teacher confidence and competence in using data driven practices in numeracy and reading for improved student learning outcomes so that student learning needs were placed at the centre of teaching and learning.

This involved establishing whole school processes in collecting, tracking and using data in numeracy, and stage-level processes for reading. The National Literacy and Numeracy Learning Progressions were used to identify student strengths and areas for improvement to form targeted learning goals which were responsively planned for and then evaluated in teaching and learning programs. Data driven practices were developed through Number Talks in numeracy K-6 with a focus on the Progressions areas, Additive Strategies and Quantifying Number, whilst data driven practices were developed in Stage 1 classrooms through the implementation of professional learning on the Science of Reading and systematic, synthetic, explicit phonics instruction, with a focus on the Progressions area, Phonic Knowledge and Word Recognition. Further identification and targeting of specific student needs in blending phoneme-grapheme correspondences was developed through an ongoing assessment schedule that focused on using the data to inform practice.

As a result, teacher confidence and competence in assessing students against indicators in the National Literacy and Numeracy Progressions increased in K-6 numeracy and Stage 1 reading. Further growth was illustrated in student learning outcomes in reading and numeracy across 2022, as termly snapshots illustrated continued growth.

Next year the focus will be on further developing data driven practices. In numeracy K-6, teachers will build on their understanding and practice to support familiarisation (Years 3-6) and implementation (K-2) of the the new curriculum under the Curriculum Reform, using high-impact teaching and learning strategies. A further focus will be the consolidation of data driven practices in the Science of Reading in Stage 1 classrooms, extending learning and implementation to Early Stage 1 classrooms, and the transition and support of 'at need' students into Year 3 classrooms.

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 |
|---|--|
| Expected growth from NAPLAN data is not available due to Covid 19. Internal assessment measures used to monitor progress. | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| Expected growth from NAPLAN data is | Student achievement data is unavailable for this progress measure in 2022 |

| | |
|--|---|
| not available due to Covid 19. Internal assessment measures used to monitor progress. | with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| <ul style="list-style-type: none"> • Maintain Sustaining and Growing in the theme 'Data use in teaching' within the element 'Data skills and Use'. • Value-added data in Scout for K-3 continues to show Excelling; Value-added data in Scout for Y3-5 increases from Sustaining and Growing to Excelling; Value-added data for Y5-7 continues to show Sustaining and Growing. | <p>Self-assessment against the School Excellence Framework in the theme of 'Data use in teaching' shows the school currently performing at Delivering/Sustaining and Growing/Excelling.</p> <p>Value-added data in Scout for K-3 shows the school currently performing at 'excelling'.</p> <p>Value-added data in Scout for Y3-5 is unavailable in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <p>Value-added data for Y5-7 is unavailable in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> |

Strategic Direction 2: Learning Culture

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$56,938.93

Summary of progress

The focus for 2022 was on embedding a school culture that was strongly focused on learning, high expectations and ongoing performance improvement through whole school adoption of Number Talks and High Potential and Gifted Education enrichment programs and opportunities.

This involved classroom teachers K-6 planning, programming, assessing and evaluating student assessment data to plan targeted Number Talks to meet the learning needs of students. Planning and practice of Number Talks addressed high expectations learning through success criteria that moved from lower to higher levels of thinking informed by SOLO (Structure of Observed Learning Outcomes) taxonomy. This informed teacher questioning and prompting that scaffolded student growth from one level of thinking to the next, with anticipated student responses and planning informed by student assessment data. Improvement in teacher practice was supported through the use of the Gradual Release of Responsibility Model K-6 by education leaders. Enrichment groups included maths, technology, writing and Tournament of Minds which operated consistently throughout the year. All students were provided with an opportunity for enrichment and were supported through a specific High Potential and Gifted Education (HPGE) teacher as leader.

Next year the focus will be to distribute the leadership of HPGE opportunities by enlisting multiple teachers and harnessing their individual expertise. This will see a change from 2022 where the HPGE teacher mostly developed and implemented HPGE programs. The HPGE teacher will continue to coordinate HPGE opportunities in the school. This will support further improvement towards having available a wider variety of HPGE domains for enriched student learning opportunities. Next year, a further focus will be consolidating teacher planning and practice of Number Talks to at least three times per week across all K-6 classrooms to meet the success criteria identified in the school's Strategic Improvement Plan, within the context of familiarisation and implementation of the Curriculum Reform.

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 achieving NAPLAN top 2 bands in Numeracy to be at or above the lower bound system negotiated target of 28.5% | The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 15.85% indicating progress yet to be seen toward the lower-bound system negotiated target. |
| <ul style="list-style-type: none">• Sustaining and growing in the theme 'High Expectations' within the element 'Learning Culture'.• Sustaining and growing in the theme 'Curriculum Provision' within the element 'Curriculum'. | <p>Self-assessment against the School Excellence Framework in the theme 'High Expectations' shows the school currently performing at 'Sustaining and Growing'.</p> <p>Self-assessment against the School Excellence Framework in the theme 'Curriculum Provision' shows the school currently performing at 'Sustaining and Growing'.</p> |
| | |

| | |
|--|--|
| <p>Increase the proportion of students achieving NAPLAN top 2 bands in Reading to be at or above the lower bound system negotiated target of 34.4%</p> | <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 36.59% and has exceeded the lower-bound system negotiated target.</p> |
|--|--|

Strategic Direction 3: Well-being

Purpose

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

Initiatives

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

- Attendance
- School Wellbeing Practices

Resources allocated to this strategic direction

Socio-economic background: \$5,184.00

QTSS release: \$65,160.21

Aboriginal background: \$40,577.69

Low level adjustment for disability: \$91,936.80

Summary of progress

The focus for 2022 was on revising school policy, processes and procedures to develop a strategic and planned approach to student wellbeing, with particular attention on student attendance and behaviour so that all students could connect, succeed, thrive and learn.

This involved collaboratively reviewing and updating policies pertaining to attendance and actively engaging in strategies to track and monitor identified 'at-risk' students. A flowchart for addressing attendance concerns was devised and communicated to all staff, with the Learning and Support Team having active involvement and planning intervention strategies. The introduction to Compass Education, a comprehensive school management platform, enabled the school to drive increased parent engagement and school coordination in both monitoring student attendance and behaviour. Teachers made informed decisions from the data housed in Compass, when communicating with parents on attendance concerns, and behaviour matters. A more streamlined approach for communication occurred between teachers, parents, the counsellor and the Learning and Support Team, with referrals made more responsively.

As a result all staff participated in relevant professional learning for planned student wellbeing related to student attendance and behaviour. Student attendance and behaviour was monitored across time by teachers and executive, whilst following the procedural flowchart for accessing intervention of 'at risk' students. Feedback showed that the user interface could see improved accessibility, therefore, it was determined that an alternative management platform would be identified for 2023.

Next year, the focus will be to transfer student attendance, behaviour management and reporting to parents policy, processes and procedures, to the new school management platform, Sentral, for an easier interface for teachers and parents to interact with and use. This will support further improvement towards streamlining these processes for a strategic and planned approach to wellbeing.

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 |
|---|---|
| Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 87.8%. | Tell Them From Me data shows 81.14% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target 87.8%. |
| Improvement in the proportion of students attending school 90% or more | The number of students attending greater than 90% or more of the time is 35.91% indicating progress yet to be seen toward the lower bound target (of |

of the time to be at or above the lower bound system-negotiated target of 77.5%.

77.5%).

| Funding sources | Impact achieved this year |
|--|--|
| <p>Integration funding support</p> <p>\$116,326.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Lakelands Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. Students were provided with one-to-one intervention from SLSOs in the classroom and in the playground, based on their level of need. All students reflected an improvement in their identified area of need be that academic or social.</p> <p>After evaluation, the next steps to support our students will be: to continue to ensure integration funding decision making is a focus during the learning and support team meetings to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$384,122.93</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lakelands Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Expected Growth - Numeracy • Expected Growth - Reading • Highly Effective Teaching Practices • Attendance • School Wellbeing Practices • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy program implementation. • resourcing to increase equitability of resources to teach reading using decodable texts • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Numeracy NAPLAN results above state and statistically similar school groups (SSSG). Expected growth in reading has exceeded lower bound targets to be reached in 2023.</p> <p>After evaluation, the next steps to support our students will be: Lakelands will continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. This role is now filled by newly appointed APC&I Data shows that attendance rates for students in this equity cohort are not consistent. Next year, the school will diversify the</p> |

| | |
|--|--|
| <p>Socio-economic background</p> <p>\$384,122.93</p> | <p>role of the additional staff member to include monitoring student attendance.</p> |
| <p>Aboriginal background</p> <p>\$40,577.69</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lakelands Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key 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"> • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: differentiated and personalised support to Aboriginal students.</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 Lakelands Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Expected Growth - Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: students being supported in their learning through improved access to curriculum outcomes.</p> <p>After evaluation, the next steps to support our students will be: ensuring professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p> |
| <p>Low level adjustment for disability</p> <p>\$139,806.68</p> | <p>Low level adjustment for disability equity loading provides support for students at Lakelands Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Expected Growth - Numeracy • Attendance <p>Overview of activities partially or fully funded with this equity loading</p> |

| | |
|--|--|
| <p>Low level adjustment for disability</p> <p>\$139,806.68</p> | <p>include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: students have been further supported around all areas of their schooling. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of School Learning Support Officers.</p> |
| <p>Professional learning</p> <p>\$22,409.77</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 Lakelands Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Expected Growth - Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • working with APC&I to complete the Number Talks professional learning across the school K-6 • working with APC&I to complete the Curriculum Reform professional learning across the school K-6 <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of mathematics, resulting in improved internal student results. Staff K-6 have an improved understanding of the new K-2 Literacy and Numeracy curriculum.</p> <p>After evaluation, the next steps to support our students will be: implementation of the K-2 Literacy and Numeracy curriculum. Stage-based and targeted professional learning in the form of mentoring and co-teaching with the assistance of our newly appointed APC&I.</p> |
| <p>QTSS release</p> <p>\$65,160.21</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lakelands Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional SASS time to assist with administration |

| | |
|--|---|
| <p>QTSS release</p> <p>\$65,160.21</p> | <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, and success criteria and have a strong focus on formative assessment. Teachers are moving towards embedding evidence-based, high-impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: to continue the program in its current form to enable staff to embed best practices into their teaching. Staff will work closely in staff groups with APC&I to achieve this change.</p> |
| <p>COVID ILSP</p> <p>\$228,919.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals in Literacy (Stages 1 and 2) and Numeracy (Stages 2 and 3)</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into the classroom.</p> |
| <p>AP Curriculum & Instruction</p> <p>\$180,685.20</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Lakelands Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • support data driven practices in literacy and numeracy with one-on-one professional learning, coaching and mentoring with K-6 classroom teachers • shoulder-to-shoulder support in classrooms demonstrating lessons and team-teaching <p>The allocation of this funding has resulted in the following impact: identifying and collecting meaningful data and analysing data to monitor student learning and progress, making teaching decisions based on data analysis, or regularly dedicating time to using data effectively.</p> <p>After evaluation, the next steps to support our students will be: developing the model used in 2022 further for professional learning cycles, coaching and mentoring K-6 classroom teachers, but extended within stage team professional learning communities for collective teacher efficacy (effect size of 1.54), within the context of Curriculum Reform in 2023.</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2019 | 2020 | 2021 | 2022 |
| Boys | 157 | 155 | 156 | 160 |
| Girls | 170 | 184 | 178 | 183 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 90.8 | 93.8 | 90.7 | 87.5 |
| 1 | 94.5 | 92.3 | 91.9 | 85.6 |
| 2 | 92.9 | 92.8 | 87.6 | 85.7 |
| 3 | 94.1 | 91.4 | 90.6 | 83.0 |
| 4 | 91.7 | 91.8 | 90.4 | 84.8 |
| 5 | 91.3 | 91.2 | 89.6 | 84.2 |
| 6 | 90.6 | 90.0 | 90.2 | 84.1 |
| All Years | 92.3 | 92.0 | 90.2 | 85.1 |
| 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) | 4.2 |
| Classroom Teacher(s) | 12.76 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 0.8 |
| School Administration and Support Staff | 2.82 |

*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 | 265,043 |
| Revenue | 4,170,039 |
| Appropriation | 4,104,334 |
| Sale of Goods and Services | 2,883 |
| Grants and contributions | 60,599 |
| Investment income | 1,310 |
| Other revenue | 913 |
| Expenses | -4,311,301 |
| Employee related | -3,974,423 |
| Operating expenses | -336,878 |
| Surplus / deficit for the year | -141,262 |
| Closing Balance | 123,781 |

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 | 116,326 |
| Equity Total | 566,907 |
| Equity - Aboriginal | 40,578 |
| Equity - Socio-economic | 384,123 |
| Equity - Language | 2,400 |
| Equity - Disability | 139,807 |
| Base Total | 2,598,314 |
| Base - Per Capita | 84,395 |
| Base - Location | 0 |
| Base - Other | 2,513,919 |
| Other Total | 340,825 |
| Grand Total | 3,622,373 |

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

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

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

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

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

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

Parents

In 2022 parent survey data indicated that:

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

Students

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

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

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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