

2022 Annual Report

Lakeside School



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Introduction

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

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

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School vision

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

School context

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

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

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

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

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data and Assessment
- Curriculum initiatives

Resources allocated to this strategic direction

SSP supplementary funding: \$163,458.86

English language proficiency: \$2,400.00

Literacy and numeracy: \$2,071.88

QTSS release: \$16,088.94

Curriculum Reform: \$4,000.00

Aboriginal background: \$10,100.00

Per capita: \$23,665.98

Location: \$647.00

School support allocation (principal support): \$14,429.00

SSP quality teaching support: \$5,600.00

Summary of progress

The activities that the school undertook in this strategic direction were developed across the whole school to address student growth and attainment and building staff capacity. The foundation of this initiative was building whole school capacity in assessment, teaching and learning alongside the curriculum. To support this the school implemented staff professional learning in assessment strategies encompassing behaviour and engagement as well as student learning. To support student growth and attainment we continued to utilise the SSP Supplementary Funding to provide intensive Literacy and STEM support to build foundation skills in those areas. Targeted funding was used to employ a Literacy teacher who implemented data driven, needs based programs to small groups. Internal quantitative and qualitative data continues to reflect a reading age increase across the school and engagement in future focused, needs based STEM programs such as use of the 3D printer and Coding.

The school ceased using SWANS as a form of formative assessment and trialled Assessment for Complex Learners and The Passport. The school will continue to utilise and incorporate these assessment practises across the school in 2023.

The school will continue to utilise the assessment practices and resources as well as align our intensive Literacy program to the reformed English syllabus, with a focus on Aboriginal initiatives such as The 8 Ways of Learning and Aboriginal perspectives in Literacy and Numeracy. In 2023 the school will have a AP C&I on board who will build staff capacity and facilitate these across the school.

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
Data and Assessment Our school will achieve Sustaining and Growing in the themes Formative Assessment, Data Literacy and Data Analysis.	Progressing towards Sustaining and Growing in the themes Formative Assessment, Data Literacy and Data Analysis. <ul style="list-style-type: none">• Continued trial of Assessment for Complex Learners trial for Literacy, Numeracy Precursors and behaviour and engagement (updated In the Zone for Learning program)• Qualitative and quantitative data informing transition• Uniformed approach to incorporating The Passport for Learning data and analysis across the school - prioritised for 2023• Initiating a whole school approach to Literacy assessments (driven by the

<p>This will specifically be achieved by:</p> <ul style="list-style-type: none"> • The school identifying effective assessment and developed a whole school assessment strategy designed to ensure that the learning of all students is systematically monitored. • Ensuring learning goals for students are informed by analysis of internal and external student progress and achievement data. • Ensuring 75% of students achieve the expected improvement outcome in literacy, communication and numeracy as outlined in their IEP/ ITP determined by SWANS, Communication Passport and/ or Assessment for Complex Learners. 	<p>AP C&I and Literacy team)and incorporating the 8 Ways of Learning initiative across teaching, learning and engagement.</p>
<p>Curriculum Initiatives</p> <p>Our school will achieve Sustaining and Growing (aligning with SEF elements) in the themes Lesson Planning and Literacy and Numeracy Focus.</p> <p>This will specifically be achieved by:</p> <ul style="list-style-type: none"> • Ensuring teachers are skilled at explicit teaching and management techniques such as questioning and assessing to identify students' learning needs and use a range of explicit management strategies to explain and break down knowledge. • Utilising technology to effectively enhance learning and service delivery. 	<p>Progressing towards Sustaining and Growing in the themes Lesson Planning and Literacy and Numeracy.</p> <ul style="list-style-type: none"> • 2021 focus - Literacy assessment practices • 2022 focus to include Numeracy in readiness for new syllabus • 2023 focus to embed Aboriginal Perspectives in Literacy and Numeracy and the 8 Ways of Learning across the curriculum

Strategic Direction 2: Wellbeing and Engagement

Purpose

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

Initiatives

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

- Student Wellbeing
- Staff Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$109,910.35

SSP quality teaching support: \$28,421.43

Aboriginal background: \$13,580.08

Professional learning: \$14,085.71

SSP supplementary funding: \$58,900.00

Summary of progress

Lakeside School's focus on Staff and Student Wellbeing was determined due to both 'wellbeing' (95.1%) and 'sensory' (97.5%) identified as the most important aspects of their child's schooling. This direction will focus on both student and staff wellbeing, ensuring that staff have the capacity to implement 'In the Zone' strategies, Rock and Water, sensory learning, and a variety of wellbeing initiatives to best cater for our student's self-regulatory and behavioural needs. In 2022, staff and the leadership team strove to ensure that a school-wide approach to effective and positive classroom management is evident and implemented. Support is provided to teachers where needed, ensuring optimum learning with all students having a wellbeing, attendance, and behaviour goal in their IEP/ ITP. Increasing attendance of students attending greater than 90% to 58% in 2022 compared to 56% in 2021 is also an ongoing focus. Enablers for successfully supporting student wellbeing were access to SSP supplementary funding, which enabled funding of two extra SLSOs and additional teaching staff across the whole school. A focus on Wellbeing through PL such as the 'Coach to Cope' workshop delivered by Dr Stephen Spencer has also had a positive impact on staff and student wellbeing. Barriers were predominately access issues to visiting SSP settings in the Sydney region.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Our school will achieve Sustaining and Growing in the themes Attendance, A planned approach to wellbeing, Behaviour, Classroom Management and Facilities..</p> <p>This will specifically be achieved by:</p> <ul style="list-style-type: none">• Ensuring a schoolwide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.• All students having a wellbeing, attendance and behaviour goal in their IEP/ ITP• Increasing attendance of students	<p>Progressing towards Sustaining and Growing in the themes Attendance, A planned approach to wellbeing, Behaviour, Classroom Management and Facilities. This has been achieved by:</p> <ul style="list-style-type: none">• Utilising Sentral and SCOUT data to analyse and assess trends in attendance and behaviour.• Addressing identified attendance and behaviour issues through positive collaboration with parents and carers in IEP and LST meetings.

attending greater than 90% to 58% in 2022 compared to 56% in 2021.

Our school will achieve Sustaining and Growing in the themes of Coaching and Mentoring and Professional Learning.

This will specifically be achieved by:

- Formal mentoring and coaching are evident through PDP consultation to improve teaching and support teachers who request it or are identified as in need of support.
- Opportunities for aspiring leaders are provided.
- Teachers collaborating with staff in other schools to share and embed good practice.

Progressing towards Sustaining and Growing in the themes of Coaching and Mentoring and Professional Learning. This has been achieved by:

- Providing aspiring leaders to access to specific PL aligned and identified through the PDP process.
- Providing aspiring leaders with access to leadership and higher forms of accreditation opportunities.
- Providing all staff with the opportunity to visit and collaborate with educational settings external to Lakeside School.

Strategic Direction 3: Positive Partnerships

Purpose

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

Initiatives

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

- Transition
- Community Engagement

Resources allocated to this strategic direction

SSP quality teaching support: \$18,500.00

School to work: \$1,500.00

Socio-economic background: \$14,492.10

Aboriginal background: \$3,800.00

: \$250.00

Summary of progress

The activities that the school undertook in this strategic direction were designed to holistically support Transition and Community Engagement. This involved strengthening transition processes by supporting students and parent/carers in the areas of Kindergarten transition, post school options and accessing the NDIS. In 2022 the school focused on enhancing and refining packages of support for students in the early years. As a result, students benefited from a successful entry to Lakeside School, improvements of student outcomes, appropriate NDIS packages and as well as effective post-school destination. Communication with families was also prioritised in 2022 with the continuation of social media tools. The impact of this initiative was evident in enhanced community engagement. Additional activities and whole school initiatives were employed such as NAIDOC Week assembly and BBQ, Father's Day Breakfast and Celebration of the Festival of Diwali. Next year the school will continue to utilise social media platforms and seek to invite families onto the school site for additional activities.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Our school will achieve Sustaining and Growing in the theme, Transition and continuity of learning.</p> <p>This will specifically be achieved by:</p> <ul style="list-style-type: none">• Collecting and analysing information to inform and support students' successful transitions.• Ensuring 80% of parents/ carers attending IEP/ITP Meetings and Half Yearly Review Meetings.• Ensuring 100% of students in Stage 6 have a current NDIS plan in place.	<p>Progressing towards Sustaining and Growing in the themes Transition and continuity of learning.</p> <ul style="list-style-type: none">• Effective communication of transition plans• Transition Coordinator collected information on the destination of past students• Technology ensured in excess of 85% of parents/ carers attended IEP/ITP Meetings and Half Yearly Review Meetings• Parents/carers of students without an NDIS plan were identified and supported as required
<p>Our school will achieve Sustaining and Growing in the themes of Parent Engagement and Community Engagement.</p>	<p>Progressing towards Sustaining and Growing in the themes of Parent Engagement and Community Engagement.</p> <ul style="list-style-type: none">• Open to community days held (NAIDOC Week, Fathers Day breakfast, Book week celebration)

This will specifically be achieved by:

- Presenting parents constantly with information on what and how well their children are learning and giving regular information in accessible formats such as social media.
- Monitoring and evaluating all feedback from Social Media.
- Teachers regularly engaging with parents to improve their understanding of student learning and strengthen student outcomes.
- School providing parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.
- Ensuring 100% of parents/ carers surveyed on specific issues relating to the school and its directions. Surveys to be distributed in a variety of formats.

- Success stories regularly published on social media.
- 100% of teaching staff presented an item for social media
- Aboriginal parents/carers invited for morning tea to engage and contribute to NAIDOC Week planning
- Incorporating Awabakal community member to deliver engaging activities to students on the culture, history and practises.
- Incorporation of regular Aboriginal Yarning and Weaving sessions to students by Windale PS AEO.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$124,402.45</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lakeside School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • employment of external providers to support students with additional learning needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Improved outcomes for all students in areas of Wellbeing, Engagement and Aboriginal Education.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of evidence-based practices to support student outcomes in Wellbeing, Engagement and Aboriginal Education.</p>
<p>Aboriginal background</p> <p>\$27,480.08</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lakeside School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment • Curriculum initiatives • Student Wellbeing • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs • creation of school literacy resources embedding local language • 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: Improved outcomes for Aboriginal students in the areas of Wellbeing, Engagement and Positive Partnerships within the broader school community, evidenced by behaviour and attendance data.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of effective wellbeing practices and programs to support student outcomes in literacy and numeracy.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lakeside School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment

<p>English language proficiency</p> <p>\$2,400.00</p>	<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 • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Improved outcomes for all students in the areas of literacy and numeracy, evidenced by increased engagement and learning.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of assessment and evidence-based practices to support student outcomes in literacy and numeracy.</p>
<p>Location</p> <p>\$647.00</p>	<p>The location funding allocation is provided to Lakeside School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • technology resources to increase student engagement • additional staffing for teaching principal release • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Improved outcomes for all students through data and assessment, evidenced by effective record keeping, organisation and financial management.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of extra staff member in the office to support administrative processes.</p>
<p>Professional learning</p> <p>\$14,085.71</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 Lakeside School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing • Staff Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Improved outcomes for all students in the areas of literacy and numeracy progression, cultural awareness, Wellbeing and Engagement and all other Key Learning Areas.</p>

Professional learning \$14,085.71	<p>After evaluation, the next steps to support our students will be: Continued implementation of specific and tailored professional learning to support student outcomes in all Key Learning Areas and Wellbeing.</p>
Literacy and numeracy \$2,071.88	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lakeside School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: Improved outcomes for all students in the areas of literacy and numeracy, as evidenced by improvement in basic literacy and numeracy skills and acquisition of IEP goals.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of evidence-based practices to support student outcomes in literacy and numeracy.</p>
QTSS release \$16,088.94	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lakeside School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved outcomes for all students in the areas of literacy and numeracy, as evidenced by improvement in basic literacy and numeracy skills and acquisition of IEP goals.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of evidence-based practices to support student outcomes in literacy and numeracy.</p>
COVID ILSP \$49,560.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>COVID ILSP</p> <p>\$49,560.00</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: Improved outcomes for all students in the areas of literacy and numeracy, as evidenced by improvement in basic literacy and numeracy skills and acquisition of IEP goals</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of evidence-based practices to support student outcomes in literacy and numeracy.</p>
<p>SSP supplementary funding</p> <p>\$222,358.86</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lakeside School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment • Student Wellbeing <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs • additional staffing to improve curriculum implementation • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Improved outcomes for all students in areas of student growth and attainment and Wellbeing, as evidenced by increased engagement across the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation and deployment of specialist staff to support school planning, programming, student growth and attainment and wellbeing of staff and students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	41	36	34	34
Girls	6	10	13	12

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
Classroom Teacher(s)	5.83
Teacher Librarian	0.2
School Administration and Support Staff	9.52

*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	735,362
Revenue	2,914,185
Appropriation	2,876,264
Sale of Goods and Services	501
Grants and contributions	34,313
Investment income	2,591
Other revenue	516
Expenses	-3,406,589
Employee related	-2,402,155
Operating expenses	-1,004,434
Surplus / deficit for the year	-492,404
Closing Balance	242,958

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	0
Equity Total	154,283
Equity - Aboriginal	27,480
Equity - Socio-economic	124,402
Equity - Language	2,400
Equity - Disability	0
Base Total	2,050,874
Base - Per Capita	23,666
Base - Location	647
Base - Other	2,026,561
Other Total	332,344
Grand Total	2,537,501

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

Parent/caregiver, student, teacher satisfaction

During student IEP meetings, teachers engaged parents and carers in a short 3 question survey to gain a better understanding of how we can support student attendance. The feedback from parents provided valuable insights of how we can improve attendance.

The first question focused on what they believed was satisfactory attendance, 80%, 85%, 90% or 95%. The second question asked if their child enjoyed coming to school and the third question asked what the school could do better to support their child attending school.

Overall, results from the survey were positive. In relation to satisfactory attendance rates, 48% of parents/ carers believed that 95% was satisfactory and 35% thought a 90% attendance rate was satisfactory, 4% thought 85% was satisfactory and 13% for 80%. A carer who believed 80% was satisfactory said "from an Out of Home Care lens, this would be a huge achievement for our kids..

It was pleasing to see that 100% of parents/ carers said that their child enjoyed coming to school.

In regard to what the school could do better to support attendance, comments were also positive, with parents/ carers stating:

- More open days
- All needs are met. Very happy with supports provided.
- I am very happy with how the school supports 'J'.
- Nothing, 'B' loves coming to school.
- Nothing, the school has done everything they can.
- Allow more flexible times for therapists.
- Lakeside School is great.
- No feedback, the school does a fantastic job.
- If 'N's" teacher or aide is away, give us some notice.

In 2022 student attendance was analysed from Sentral and Scout data to identify students who had improved attendance and for those identified as having satisfactory attendance. For the first time at our end of year Annual Assembly, these students were rewarded for their attendance efforts. An attendance rate of 85% and above was considered as satisfactory, however this will be increased to 90% in 2023.

From these results there will be increased awareness around the importance of attendance in 2023 via school newsletters, information flyers and social media. The school's executive team will regularly review attendance rates identifying students of concern, liaising closely to support parents/ carers with improving attendance.

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.