

2023 Annual Report

Lake Albert Public School



2357

Introduction

The Annual Report for 2023 is provided to the community of Lake Albert 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

Make it count!

Every student, every teacher, every minute, every day.

At Lake Albert Public School **every student** will be known, valued and cared for. **Every teacher** will work collaboratively to ensure that high expectations and continuous improvement are set for both their students and their own professional practice. We are committed to ensuring that **every minute of every day** will be focused on delivering explicit, differentiated and engaging learning activities to meet the needs of **every student**.

School context

Lake Albert Public School is a large rural school located on the foreshores of Lake Albert in Wagga Wagga. The school has been an integral part of the local community for over 150 years. The school has always played an important role within the local area, being steeped with historical significance and it enjoys the ongoing support of parents, carers and community members. The school has had a decline in enrolments over the past 4 years and currently there are 448 students from K-6 and 42 staff. The school has 20 classes - this includes an IO support unit which caters for students with moderate intellectual disability and/or autism diagnosis. The school employs 12 school learning support officers, as well as 4 interventionists to ensure student learning, social, emotional and behaviour needs are well catered for. The school's motto of 'Strive and Succeed' along with the expectations of 'Respect, Responsibility and Resilience' underpin all facets of school life.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. This plan will build upon and will consolidate the work undertaken over the past 3 years' planning cycle around student learning and engagement, quality teaching and wellbeing for teaching and learning.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have historically sat below state and similar school groups in NAPLAN, with varied attainment of student growth over previous years. Both moving students into the top 2 bands as well as ensuring our students are achieving expected growth in both reading and numeracy are areas for explicit focus in our school plan.

2. Collaborative and explicit teaching practices

A number of staff focus groups and surveys were conducted as part of our involvement in the LEED (Leading Evaluation, Evidence & Data) project. Utilising the What Works Best summary report it was clearly evident that our staff felt a continued major focus needed to be on collaborative and consistent whole school practices, with an emphasis on developing their explicit teaching practices.

3. Wellbeing

When evaluating our data around the Tell Them From Me survey, it was evident that student sense of belonging, as well as student interest and motivation are areas of continued focus. We recognise, from our reflection against the wellbeing framework, that there is further work to be done in this space, particularly around the cognitive and social wellbeing domains. The activities we will focus on as a whole school will be around 'high expectations', 'attendance matters' and 'a planned approach to wellbeing.'

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	2023 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 growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

There is a whole school planned approach to assessment, data collection and analysis ensuring a responsiveness in meeting the needs of all students.

Initiatives

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

- Data Skills and use
- Targeted intervention

Resources allocated to this strategic direction

AP Curriculum & Instruction

Per capita

Professional learning

QTSS release

New Arrivals Program

Socio-economic background

Integration funding support

Low level adjustment for disability

English language proficiency

Aboriginal background

Summary of progress

Data driven practices

The focus in 2023 was to ensure effective strategies and processes for data analysis and reflection are used to drive all teaching practice.

This involved reviewing internal and external data collection methods and establishing consistent whole school assessment practices. The APC&I worked with Assistant Principals to review the current data and practices in place and matched them to current learning focus areas and baseline data. The APC&I monitored the data that was trending across the school. The establishment of a consistent K-6 assessment schedule was planned but did not fully eventuate.

As a result a more consistent level of data collection has been established. Although still a work in progress, it has allowed for focus areas to be established and a more consistent approach for teaching and learning and the cycle of assessment to be established. Teachers used the data analysis to support changes in teaching and learning focus area, with the support of their Assistant Principal and the Assistant Principal Curriculum and Instruction.

In 2024 we will continue to focus on the collection of data, with valid and informative analysis. We will continue to develop an assessment schedule that is both informative and responsive to the teaching, learning and assessment cycle.

Personalised learning

The focus in 2023 was to embed structures and systems for targeted reading and numeracy intervention across the school.

This involved establishing a rigorous focus on the individual learning needs of students. Additional staff were employed to ensure a structured and child centered intervention approach was in place that would focus on the learning needs and teaching and learning gaps that were determined by data that had been collected. This small group intervention approach was driven by the assessment data that was being collected over time periods and student involvement was then fluid based on the teaching focus and their individual needs. The Minilit literacy intervention program was rolled out across those students in Stage 1 that had been identified as part of the placement and pre testing for the program. The APC&I was responsible for analysing data that would then support the personalised learning focus areas for students, intervention and classroom teachers. The purchase of additional SLSO staff has allowed for the individual needs of

students to be a focus area.

An ongoing shift in teacher understanding has led to a more focused approach to personalised learning. This will continue to be a focus area in 2024 moving forward. In addition, a continued approach towards programs such as minilit will continue to support the needs of those students. The school will continue to employ additional staff, both teaching and non teaching SLSO as a means to ensure the individual approach is continued. As a change, greater structure will be embedded into the intervention program, with a timeline for data collection and student achievement and understanding.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in the check-in assessment mean scale score for reading in Year 5 for 2023 compared to Year 4 in 2022.	The Check-in Assessment mean scale score indicates the percentage of 2023 Year 5 students achieving growth in reading has increased by 13%.
An increase in the check-in assessment mean scale score for numeracy in Year 5 for 2023 compared to Year 4 in 2022.	The Check-in Assessment mean scale score indicates the percentage of 2023 Year 5 students achieving growth in numeracy has increased by 11%.

Strategic Direction 2: Collaborative and explicit teaching practices

Purpose

To embed whole school evidence based practices with the highest priorities given to explicit teaching methods and systems for collaboration.

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.

- Collaborative Practice

Resources allocated to this strategic direction

Professional learning
Socio-economic background
AP Curriculum & Instruction
Location

Summary of progress

Professional Learning - reading and numeracy

The focus of the initiative was to upskill all staff to have a consistent approach for both reading and numeracy. Initially it was to establish a knowledge base with exec and then staff. The APC&I developed the professional learning plan which included microlearning from the Universal Resource Hub and other internally led PL. There was a greater focus on Literacy during 2023. The professional learning was an ongoing focus across the year. An enabler of the initiative was additional time provided to staff to work collaboratively but additionally to access the professional learning building a greater capacity of teacher practices. A barrier to the success of the initiative was the challenge to gain access to consistent casual staff and as such this meant collapsing internal programs to ensure time was available for professional learning. Additionally it required the allocation of all staff meetings to professional learning instead of the opportunity to discuss regular school business. The school had hoped all staff would be confident and familiar with the new English syllabus and using it for programming and planning however there was not a consistent readiness of all staff heading into 2024.

The focus in 2024 will be to continue staff familiarisation of the English syllabus, planning using the DoE units and the collection of assessment data to drive future learning opportunities. Additionally there will be an emerging focus on numeracy particularly on the mathematics syllabus, planning using the DoE units and the collection of assessment data to drive future learning opportunities. The focus of both reading and numeracy will be a consistent whole school approach.

Collaborative practices

The focus of this initiative was to develop explicit systems to support the empowerment of staff to professionally support each other to be stronger educators. Structural systems were set up by school leaders and across the year extra release time was provided internally and with casual teachers when available to release stage-based teams to jointly complete professional learning, co-design programs and participate in triads of observation and feedback cycles.. The success of this initiative was due to the time allocated for staff to be together, off-class and having time to engage in the research , skills and strategies. regarding explicit teaching strategies.. A barrier to the success of this initiative were challenges around accessing regular casual staff, staff absences and competing school priorities. The ultimate outcome was to build staff confidence in peer observation processes to improve practice. All staff participated willingly in the processes however, barriers regularly disrupted the continuity of the process.

The focus for 2024 will be to maintain collaborative practices in the assessment, planning and explicit teaching processes. School leaders will limit competing priorities so that collaborative days are prioritised..

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 % of students achieving growth in Check in assessment reading from Year 4 2022 to Year 5 2023	The % of students achieving growth in Check in assessment reading from Year 4 2022 to Year 5 2023 has increased.
Increase % of students achieving growth in Check in assessment numeracy from Year 4 2022 to Year 5 2023	The % of students achieving growth in Check in assessment numeracy from Year 4 2022 to Year 5 2023 has increased.

Strategic Direction 3: Wellbeing

Purpose

To develop a strategic and planned approach to student wellbeing resulting in a sustained and measurable whole school improvement in student sense of belonging, engagement and attendance.

Initiatives

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

- Wellbeing

Resources allocated to this strategic direction

Aboriginal background

Socio-economic background

Low level adjustment for disability

Summary of progress

A planned approach to wellbeing

In 2023 in this initiative, the focus was on the school executive team auditing and evaluating the current systems and procedures in place for identifying students who require learning support, wellbeing and social/emotional needs and behaviour intervention and support. This resulted in the development of improvement plans and stronger processes based on the gaps identified.. The learning support team has now developed strong processes and have successful systems of identification of students and recognition of individual needs and learning support as a cohesive and smooth referral and support process. An enabler to this focus was a strong student voice, the system audit and the time allocated for learning support team personnel to develop processes and plans from a theory of action and the subsequent actions. A barrier to the success of this initiative was the time needed to support the ongoing analysis of why behaviours/ issues are occurring and the continual evaluation of the need identified and the solution. This initiative has resulted in a more consistent and clearly communicated structure for wellbeing and behaviour. Additionally students have identified that they are more supported and understand who can help them.

In 2024 in this initiative the school will continue to refine learning and wellbeing processes. Changes to the recording of wellbeing incidents and activities will need to be explained and shared with staff. Additionally there will be a focus on engaging students in situations where they are able to learn to manage and regulate behaviours and emotions.

Attendance matters

In 2023 the focus of this initiative was to establish explicit and consistent systems to inform, monitor and promote the importance of regular attendance for all students. This was an ongoing focus for the year. The admin team audited current processes and allocated the management of attendance to the learning and support team coordinator. This resulted in the delegation tasks to different staff members and the provision of time for the learning and support coordinator to monitor all attendance and explanation of absences. This included newsletter advice on the benefits of attendance and individual follow up of students of concern.. The most effective action in this initiative was the allocation of a coordinator in the attendance space who recognised the significance of attendance improvement. Changing staff processes was initially a difficulty, however consistent messaging and follow up over time embedded processes.

In 2024 the focus of this initiative is to strengthen processes and continue to monitor student absences and the trends of non-attendance identified.

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 percentage of students attending school >90% of the time.	The percentage of students attending school greater than 90% of the time has increased.

TTFM data (advocacy, belonging, expectations) improves to be at or above 87%

TTFM data (advocacy, belonging, expectations) has not improved to be above 87% (86%)

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$24,733.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Lake Albert 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 Skills and use <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a bilingual SLSO to support intensive English language acquisition focusing on language development to participate successfully in the curriculum. <p>The allocation of this funding has resulted in the following impact: Employment of bilingual SLSO to work with students newly arrived in Australia via humanitarian visas. This resulted in all new arrivals having a support person who can support them in their first language, to access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: to continue to use this funding to employ additional support to target language acquisition.</p>
<p>Integration funding support</p> <p>\$380,493.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lake Albert 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"> • Targeted intervention <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: The employment of SLSOs has resulted in direct and targeted in-class support of students who receive integration funding and the achievement of the learning goals in their individual learning plans.</p> <p>After evaluation, the next steps to support our students will be: to continue to use this funding to employ SLSOs to provide in-class support for students with disability so that they can achieve learning goals and access the curriculum equitably.</p>
<p>Socio-economic background</p> <p>\$114,678.17</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lake Albert 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"> • Targeted intervention • Collaborative Practice • Wellbeing <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 students in classrooms. • providing students without economic support for educational materials,

<p>Socio-economic background</p> <p>\$114,678.17</p>	<p>uniform, equipment and other items</p> <p>The allocation of this funding has resulted in the following impact: Additional school learning support staff were employed to support the needs of both funded and targeted students to access the curriculum and support their wellbeing and school engagement. This included access to supported literacy improvement programs. Additional funds were used to ensure that access to excursions, lunches, resources were equitable.</p> <p>After evaluation, the next steps to support our students will be: to continue to use this funding to employ additional SLSOs to support students in the classroom and playground so that they are accessing school equitably. Funding will also be used to ensure all students have access to resources and programs offered within the school.</p>
<p>Aboriginal background</p> <p>\$80,135.25</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lake Albert 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"> • Targeted intervention • Wellbeing <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 • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Identified First Nations SLSO staff member employed to support Aboriginal students in the classroom to close the gap in successfully accessing the curriculum, along with supporting them in the playground to develop the social competencies and skills required to enjoy the playground. Additional time offered to staff allowed them to develop PLPs that were individualised and unique to the students in their class.</p> <p>After evaluation, the next steps to support our students will be: to continue to use this finding to provide additional support to our First Nations students through the employment of additional staff. Funding will also be used for initiatives to ensure the connection to community is engaging and purposeful, and respectful of culture.</p>
<p>English language proficiency</p> <p>\$4,417.35</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lake Albert 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"> • Targeted intervention <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication <p>The allocation of this funding has resulted in the following impact: Supplementing the funding used to employ a bilingual SLSO to work with students newly arrived in Australia. This resulted in all new arrivals having a support person who can support them in their first language, to access the curriculum.</p>

<p>English language proficiency</p> <p>\$4,417.35</p>	<p>After evaluation, the next steps to support our students will be: to continue to use this funding to employ additional support to target language acquisition.</p>
<p>Low level adjustment for disability</p> <p>\$230,850.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Lake Albert 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"> • Targeted intervention • Wellbeing <p>Overview of activities partially or fully funded with this equity loading 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 <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in learning goals. The school's internal assessment results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support officers and subsequent learning support.</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 trained SLSOs.</p>
<p>Location</p> <p>\$3,237.40</p>	<p>The location funding allocation is provided to Lake Albert Public 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"> • Collaborative Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • subsidising resourcing and relief staff for Professional Learning <p>The allocation of this funding has resulted in the following impact: All students are equitably provided with access to excursions and programs through subsidising costs and allowing all students to achieve success and be involved. Additional funding is directed towards resource purchasing and Professional Learning with a focus on equitable access to resources and providing staff with the skills and knowledge to support students in the best way possible.</p> <p>After evaluation, the next steps to support our students will be: continuing to support students by reducing the equity gap for students accessing excursions, programs and school resources. A sense of inclusion and equity is established for all students across all areas.</p>
<p>Professional learning</p> <p>\$37,094.13</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 Albert Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Professional learning</p> <p>\$37,094.13</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and use • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: An increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide teacher release to increase the capabilities and skills of staff to explicitly teach reading.</p>
<p>QTSS release</p> <p>\$95,167.87</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lake Albert 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 Skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Additional teacher was employed to support quality focused teaching and individualised learning of students through smaller class sizes.</p> <p>After evaluation, the next steps to support our students will be: to continue to use this funding to employ teaching staff so that students are provided with greater access to more individualised teaching by way of reduced class sizes.</p>
<p>COVID ILSP</p> <p>\$103,544.90</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The employment of additional teaching staff to facilitate and provide targeted literacy and numeracy intervention to identified students. Students who were assessed at below benchmarks were provided access to ongoing supported learning.</p> <p>After evaluation, the next steps to support our students will be: to continue to use this funding to employ additional staff to provide individualised support for those students who are identified as requiring additional support in the areas of literacy or numeracy.</p>
<p>Per capita</p> <p>\$123,108.21</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lake Albert Public School</p>

<p>Per capita</p> <p>\$123,108.21</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 Skills and use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchasing resources to support literacy programs • Providing staff with release from face to face to collaborate and effectively plan with other staff members • Supplementing the cost of additional staff to ensure a focused approach to English and mathematics is maintained <p>The allocation of this funding has resulted in the following impact: The employment of additional staff to ensure a focus on quality teaching is maintained throughout the school, in particular across the areas of English and mathematics, and with a focus on reducing class sizes. Staff are provided with release from face to face time to collaborate and work together to ensure consistency and high impact teaching strategies are embedded into practice.</p> <p>After evaluation, the next steps to support our students will be: to maintain an approach where high impact teaching and quality teaching and learning approaches are focus areas across each classroom and each staff member. English and mathematics will be maintained as an ongoing focus area and individualised student learning will ensure that all students are catered.</p>
<p>AP Curriculum & Instruction</p> <p>\$124,070.40</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"> • Data Skills and use • Collaborative Practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers <p>The allocation of this funding has resulted in the following impact: The employment of an Assistant Principal Curriculum and Instruction (APC&I) has allowed a focus on curriculum, teaching, learning and assessment to be embedded across the school. The APC&I has worked with individual staff and whole groups to facilitate and lead professional learning around reading and numeracy, and engaged with staff to co plan co teach towards improving individual classroom teacher practice.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ an Assistant Principal Curriculum and Instruction to ensure the focus on curriculum (in particular reading, writing and mathematics) is maintained. A continued focus on quality teaching, assessment and data collection will also be sustained.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	267	266	254	244
Girls	235	223	213	198

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.6	95.4	88.3	91.5
1	95.3	94.0	90.0	89.3
2	96.4	93.5	90.3	90.4
3	96.4	92.7	88.0	90.4
4	96.3	93.0	89.0	89.6
5	95.9	92.7	87.8	90.7
6	95.2	92.4	88.4	91.4
All Years	95.8	93.3	88.8	90.4
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	4.8
Classroom Teacher(s)	16.3
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.62

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	517,772.35
Revenue	5,249,120.04
Appropriation	5,042,899.29
Sale of Goods and Services	12,001.56
Grants and contributions	181,721.74
Investment income	11,972.45
Other revenue	525.00
Expenses	-5,293,405.74
Employee related	-4,761,177.11
Operating expenses	-532,228.63
Surplus / deficit for the year	-44,285.70
Closing Balance	473,486.65

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.

	2023 SBAR Adjustments (\$)
Targeted Total	345,417
Equity Total	430,081
Equity - Aboriginal	80,135
Equity - Socio-economic	114,678
Equity - Language	4,417
Equity - Disability	230,850
Base Total	3,448,276
Base - Per Capita	123,108
Base - Location	3,237
Base - Other	3,321,930
Other Total	464,432
Grand Total	4,688,206

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/caregiver, student, teacher satisfaction

In 2023 Lake Albert continued to seek the opinions of families (parents and carers), students and staff in a variety of ways. These included surveys, questionnaires, meetings and direct feedback from staff, families and students. Parental and family participation in school activities is regular and extremely positive. All families respond positively and feel a strong connection with school based activities they are invited to be a part of, including open classrooms, parades, assemblies, carnivals and celebrations, and this feedback is being achieved through the distribution and completion of surveys or by online feedback sourced immediately after the event.

The school continues to use the Tell Them From Me survey to provide a measure of student advocacy, student success and sense of belonging. Results are showing that although there have been only a few minor reductions in percentages, on the whole student consultation has delivered a strong sense of satisfaction, with a high number of students indicating that they enjoy school, they are happy with their school, they feel their teachers enjoy teaching them, and they feel they are listened to and respected.

Teachers are being supported to develop a culture of self-reflection and improvement through their programming and delivery of explicit teaching. Professional learning in the areas of the new syllabus and curriculum implementation of English and mathematics has supported the reflective process as teaching staff are aspiring to further improve their practice by collaborating with stage team member and exploring new curriculum content. Staff feedback continues to be high with an ongoing focus on ensuring a clear school wide direction being maintained.

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.