2023 Annual Report

Lakemba Public School

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Introduction

The Annual Report for 2023 is provided to the community of Lakemba 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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Message from the principal

During 2023 Lakemba Public School has enjoyed re-establishing activities and routines that were interrupted over the last couple of years. We have welcomed parents and carers on site daily as well as for special occasions such as Harmony Day, Kids 4 the Planet, Education Week, Book Week and Presentation Day. A particular highlight of the year was the celebration of our rich and diverse community at our biannual International Day.

Throughout the year the school continued its' relentless focus on supporting student wellbeing to enable students to access learning at each student's point of need. The analysis of internal and external data underpinned regular, planned and explicit professional learning for staff that supported the implementation of the development of whole school practices and routines in Literacy (Reading and Responding) and Numeracy (Mathematicians at Work) in conjunction with the new English and Numeracy syllabus. documents. In addition the whole school focused on an integrated unit of learning each term. Students learning was showcased and celebrated with the community at the end of each term. Aboriginal perspectives were studied during Release from Face to Face sessions and embedded within integrated learning.

During the year the school's regular student wellbeing programs of BounceBack, MindUp and Mindfulness were enhanced by the implementation of more regular whole school People Who Believe in Me student sessions. These sessions provide time for students to develop their relationship with their nominated trusted adult and other students across the school.

As this is my last Annual Report as Principal of Lakemba Public School, I want to take this opportunity to express my gratitude and thanks to the students, staff, families, colleagues and the wider community for your support and friendship over the last ten years. Being a Principal is a huge privilege which I have enjoyed immensely. Thank you. I wish you all a happy, healthy and successful future.

Jann Price

Principal

Message from the students

2023 has been another wonderful year full of ups and downs, achievements, events and many great things. As student leaders we have learnt many new leadership skills and we have proudly represented our school in a range of activities such as Anzac Day, Remembrance Day, presentation day, Kids 4 The Planet and the Network Public Speaking finals.

This year we have also raised money for charities and great causes including Cancer Council, Oz Harvest, Westmead Children's Hospital and camp quality. We couldn't have had all these achievements without the support of teachers. We thank them for their support.

2023 Student Leaders

School vision

Lakemba Public School aims to develop the whole student by working with the community to provide a varied, contemporary and comprehensive curriculum. Improved educational outcomes for all students will position them to live fulfilling, productive and responsible lives in a fast paced, technological global world both now and in the future.

Lakemba Public School aims to provide a safe and supportive learning environment which values respect, cooperation and responsibility. We aim to develop resilient, empathetic, accepting and inclusive future citizens.

Quality teaching and quality partnerships will underpin *Excellence in Practice.*

School context

Lakemba Public School is located in South Western Sydney approximately eighteen kilometres from Sydney and has a current student enrolment of 400 students. The school culture is built on the values of respect, cooperation and responsibility. The students, staff, parents and the wider community work together to promote *Excellence in Practice.*

Our school is supported by a strong and vibrant culturally diverse and harmonious community. The largest cultural groups in our school speak Bengali, Urdu and Arabic. Our Community Language Program supports our Arabic students in maintaining and developing their home language. Ninety-eight percent of our students come from a language background other than English. They all require various levels of English as an Additional Language or Dialect (EAL/D) support. There are currently no Indigenous students enrolled.

Lakemba's Family Occupation Education Index (FOEI) of 85 (2023) indicates that our community is highly educated, values learning and has high expectations for the academic success of their children. The socio-economic backgrounds of our families are diverse however a significant number of our families are unable to work in their field of expertise. In many instances this results in lower economic standards.

The school has a strong team of professional, dedicated teaching and non-teaching staff who are at various stages of their careers. They actively engage in high quality professional learning to deepen their pedagogical knowledge and understanding to support student learning and engagement.

The school has completed a situational analysis that has provided directions for this Strategic Improvement Plan. It is important to note that the areas of focus for this plan build on the work undertaken in the previous school planning cycle. The strong threads through the previous school plans focused on continual whole school improvement and the school learning community working collaboratively to support the learning and wellbeing of all.

We have identified through our situational analysis the need for a continued emphasis on embedding quality teaching practices in Literacy and numeracy. We plan that a focus on high impact teaching strategies in conjunction with improved data driven practices will provide, develop and strengthen teacher practice and ensure students achieve expected growth and attainment in learning. Collaboration based on high expectations and effective feedback will provide a strong basis for teachers to successfully plan and deliver quality differentiated instruction to all students including those identified as having high potential or gifted.

The purposeful assessment, collection, tracking and monitoring of K - 6 student Literacy and numeracy data and growth was also identified as an area that needed to be strengthened. An outcome of this will inform more accurate student transitions throughout the school and develop teachers knowledge of each others' work.

Our students' wellbeing and engagement remain a strong priority. Explicit processes and practices along with the development of productive partnerships will support the learning of all students and their development into future citizens.

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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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 maximise student learning outcomes in Literacy and Numeracy, we will develop whole school evaluative practices and use evidence informed strategies to ensure curriculum provision is responsive to the learning needs of individual 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.

- Responsive Curriculum Provision
- Evidence Informed Practices

Resources allocated to this strategic direction

QTSS release
AP Curriculum & Instruction
Professional learning
Per capita
Integration funding support
Socio-economic background
English language proficiency
Low level adjustment for disability

Summary of progress

The evidence informed practices of Reading and Responding and Mathematicians at Work, continued to be implemented across K-6 to support improved student outcomes in reading comprehension, number sense and place value and working mathematically. Non-negotiables were refined for the planning, teaching and collection of data to ensure clarity of purpose and consistency of implementation across K-6.

Collaborative planning was a focus this year to ensure Reading and Responding and Mathematicians At Work non-negotiables were implemented consistently. Stage teams engaged in collaborative planning sessions where they programmed for two-week cycles of Reading and Responding and Mathematicians at Work. The collegial discussions that occurred during collaborative planning generated a deep understanding of textual concepts and place value and number sense which allowed teachers to use effective questioning to develop student knowledge. Classroom observations, which focused on Reading and Responding and Mathematicians At Work, were introduced in 2023 to support consistency and build a culture of feedback among teachers.

In classrooms, students engaged with teaching and learning activities that built their literal and inferential comprehension. Inferential comprehension was targeted through Reading and Responding, and literal comprehension was focused on during whole class reading sessions. English as an Additional Language or Dialect (EAL/D) learning activities, such as three level guides, vocabulary sheets and cloze passages, were also used to support students reading comprehension. During Mathematicians at Work a range of number and real world prompts were used to allow for students to see, understand and appreciate Mathematics in their everyday lives while focusing on Number Sense and Place Value and Working Mathematically.

PLAN2 has been used by all classroom teachers to track students in Reading, with a focus on inferencing. Teachers entered PLAN2 reading data once a term. The Structure of Observed Learning Outcomes (SOLO) was used to twice a term to track students' mathematical thinking and reasoning.

Collaboration for Student Growth data templates, which support the development of a data informed teaching and learning cycle, were introduced to support the analysis of assessment data within Stage teams. Teachers used the template to determine students' strengths and areas of growth from the data and to plan targeted teaching and learning activities. This year data sheets continued to be used to record achievement against syllabus outcomes. While there was an increase in the number of teachers who entered assessment data, analysis showed inconsistencies in how and when assessment scores were recorded.

As a result:

- Explicit teaching of Reading is seen in teaching and learning programs and student work samples across K-6.
- Demonstrated student growth in Reading focusing on inferential comprehension as seen in PLAN2 data.

- Demonstrated student growth in Numeracy, with a focus on number sense and place value, as seen in SOLO data.

- An increase in the number of teachers using data sheets to record achievement of syllabus outcomes.
- An increased capacity to analyse and use data to inform teaching and learning through the use of Collaboration for Student Growth data templates.

Next steps:
- Continue to maintain Reading and Responding and Mathematicians at Work across the school.
- A continued focus on Reading with a narrow focus on consistent implementation of targeted small group reading with feedback to support growth.
- Implementation of rich mathematical tasks to support students' mathematical thinking and reasoning.
- Maintain the collection of Reading data through PLAN2 and Numeracy data through SOLO.
- Continue to use data sheets to ensure consistent tracking of student growth overtime.

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 percentage of questions answered correctly in Year 5 Check-in Reading Assessment, compared to 2021 Year 3 cohort Check-in Reading assessment.	There was no increase in the percentage of questions answered correctly in Year 5 Check-in Reading Assessment, compared to 2021 Year 3 cohort Check-in Reading Assessment.
An increased percentage of students achieving school based targets in Reading from 2022.	Baseline data has been established for students achieving school based targets in Reading. Growth data is not yet available.
An increase in the percentage of questions answered correctly in Year 5 Check-in Numeracy Assessment, compared to 2021 Year 3 cohort Check-in Numeracy assessment	There was no increase in the percentage of questions answered correctly in Year 5 Check-in Numeracy Assessment, compared to 2021 Year 3 cohort Check-in Numeracy Assessment.
Increased percentage of students achieving school based targets in Numeracy from 2022.	Baseline data has been established for students achieving school based targets in Numeracy. Growth data is not yet available.

Strategic Direction 2: Sustainable Learning Culture

Purpose

To maintain a sustainable learning culture where systems and processes support improvement in learning and engagement.

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.

- Supportive Learning Culture
- Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background
Refugee Student Support
Per capita
English language proficiency
Professional learning
Literacy and numeracy
QTSS release

Summary of progress

Throughout 2023 school wide systems and processes were developed to support improved student attendance. A visual classroom display allowed students to reflect and monitor their own success in attendance. This classroom system also assisted teachers to more effectively monitor attendance and support students with individual intervention strategies. Processes to support increased communication with parents around attendance were also introduced. Regular phone calls, attendance percentage letters and face to face meetings were used to ensure parents understood the importance of attending school each day and how a high number of absences impacts learning and wellbeing. However these strategies were not used consistently across the school.

In 2023 the Wellbeing Team contextualised the Care Continuum by aligning existing wellbeing programs and processes to the levels of prevention, early intervention, targeted intervention and individual intervention. While it was found that there were appropriate interventions for each level there was a need to refine behaviour support scaffolds and restorative conversation templates. Teaching staff were engaged with ongoing learning around the Care Continuum throughout the year.

The anti-bullying policy was refined and reviewed. Teachers and parents participated in regular learning around school based processes, such as the flow chart and forms, to identify and support students who were experiencing bullying.

Positive Behaviour for Learning (PB4L) to support productive learning behaviours and positive wellbeing remained a focus at Lakemba PS in 2023. Weekly lessons that were responsive to student and school need were taught in 99% of classrooms each week however there was no reduction in negative incidents seen in internal school data. Classroom peg chart data, which encourages productive learning behaviours, was also collected however inconsistencies in the frequency of when data was uploaded has presented a barrier to analysis. Lakemba Learner dispositions was also scheduled to be implemented this year however due to staff changes this did not occur.

People Who Believe In Me meetings between students and the adult in the school they felt believed in them were implemented twice a term this year with positive results as feedback from students indicates they feel these meetings are supportive, cooperative and respectful. TTFM data shows a slight increase in sense of belonging. To further support connections between students and their identified mentor a photo wall was introduced where students could leave notes requesting support for their mentor.

Building a culture of effective feedback was a focus for 2023. Teachers engaged in classroom observations on a fortnightly basis. These observations were linked to school priorities and personal goals. Classroom observations were designed to enable confidence and support for all teachers as having others observe teaching practice was not a common practice at the school. Executive curriculum days were used to model effective practice, co-teach and support teachers through providing feedback on practice linked to school priorities.

Collaboration between EAL/D specialist teachers and classroom teachers has continued to be a focus at Lakemba PS in

2023. Co-teaching has continued with classroom teachers and EAL/D specialist teachers working together within the classroom to support all students to develop academic language. Classroom teachers and EAL/D teachers have been allocated time to work together to discuss students EAL/D levels prior to reports. These meetings allowed EAL/D teachers to provide support and guidance to teachers.

EAL/D teachers have planned and delivered whole school professional learning sessions throughout the year. These professional learning sessions have focused on the moderation of writing and oral language student work samples. The EAL/D team guided and supported Stage teams during these sessions with example work samples linked to each level on the EAL/D Learning Progressions.

This year the PL model was used consistently by executive to plan professional learning based on improvement targets and identified student need. The PL model has supported the leadership team to allocate resources and implement structures, such as observations, to support teacher learning. The use of the PL model was also extended and used by classroom teachers and EAL/D specialists to support moderation and teacher understanding of how to develop students handwriting skills.

As a result:

- There has been an increase in the number of students attending 90% or more.
- 96% of parents who attended parent forums and 97% of teachers have reported they now have an understanding of anti- bullying processes and the policy.
- School wide anti-bullying processes have positively impacted students with a 6% decrease in the number of students who feel they have been bullied.
- 97% of teachers reported they that they understood the Care Continuum.
- TTFM data indicates an 6% increase in the number of students who believe they display positive behaviour at school.
- A culture of collaboration and feedback is developing.
- The connection between classroom observation and feedback is seen by some teachers.
- Student growth on the EAL/D learning progressions was evident across the school.
- EAL/D professional learning sessions supported classroom teachers to plot all students on all aspects of the EAL/D learning progressions.

Next steps:

- Continue to refine attendance monitoring procedures.
- Consistent implementation of the Care Continuum across the school.
- Continued learning around anti-bullying procedures.
- Refinement of People Who Believe In Me meetings to include consistent mentoring practices.
- Continue to build a culture of feedback and support for teachers to provide effective feedback to students.
- Modelling of effective practice and providing feedback to teachers during curriculum executive days needs to be refined to ensure consistency across K-6
- Continuation of EAL/D co-teaching to support all EAL/D students across K-6.
- Continuation of EAL/D moderation meetings, particularly for new and beginning teachers.
- Review EAL/D structures to maximise targeted support for students at Beginning and Emerging.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The attendance rate for the school is increased from 86.75% in 2023 to 88.3% by 2027.	There has been an increased percentage from 2022 results with 61.77% of students attended 90% of the time or more.
An increased percentage from 2022 results of students reporting a positive sense of belonging and advocacy in our school.	73% of students report a positive sense of belonging at school. 75% of students report a positive sense of advocacy at school.
An increased percentage from 2022 results of students in demonstrating productive learning behaviours.	A baseline for measuring productive learning behaviours has not yet been established as there were inconsistencies with data collection.

Strategic Direction 3: Partnerships for Learning

Purpose

To develop a connected learning community, where partnerships with students, staff, parents and the community enrich learning.

Initiatives

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

- Communities of Practice
- Positive Partnerships

Resources allocated to this strategic direction

Professional learning
QTSS release
Low level adjustment for disability
Per capita
Aboriginal background

Summary of progress

In 2023, the implementation of Aboriginal and Torres Strait Islander histories and cultures has been a focus. The Release From Face to Face teaching (RFF) program has leveraged this cross curricula priority to ensure all students K-6 have experienced learning to promote an understanding of the connection between Australia's first people and the land on which they live. To further support this, Aboriginal cultural texts were incorporated into Reading and Responding. The LPS Acknowledgment of Country, which was written in 2022 with students and Aboriginal elders, has also been embedded in all meetings this year.

During 2023 communication around learning and wellbeing goals with parents, carers and the community were a continued focus. To support this a consistent k-6 scaffold was developed for Wellbeing conversations which are student led parent teacher interviews held twice a year. To support a more consistent K-6 approach, students social emotional learning goals were aligned to the Bounce Back Acronym, school based strategies to achieve goals were developed and wellbeing conversation templates were refined. Parents were also provided with resources, such as BounceBack magnets, to support the implementation of strategies at home. Feedback from parents indicated they now understand the importance of BounceBack social emotional goals and know how they can support their child at home.

To increase engagement of parents, carers and the community in school events teachers used school developed Event Planners. These planners were developed to support the smooth implementation of activities and to ensure staff, parents, students and the community were fully informed of events in a timely manner. School Event Planners also scaffolded the use of various communication platforms such as social media, newsletters and notes. For all events held at Lakemba PS the event planners were used.

This year Parent forums were scheduled twice a term to actively engaging parents and community in learning programs around school priorities, such as anti-bullying. Parent forums were led by teachers and to increase engagement additional elements were trialed including more hands on activities, the inclusion of creative tasks and more opportunities for parents and their child to work together. Community partners, such as Story Factory also supported parent learning by facilitating writing sessions to complete a school publication.

During 2023, there was a focus on the transition for starting primary school and entering high school. Strong collaboration between pre-schools, high schools, parents, external providers and the school counselor was developed. Sharing of information supported the Learning and Support Assistant Principal to accurately create access requests for students entering primary school to ensure students start school successfully in a setting that supported wellbeing and achievement. Information sharing and school visits with local high schools was also used to support students transitioning to high school to review programs to ensure they developed a sense of belonging.

In 2023, the Community of Schools (COS) met on staff development days to support teachers to develop and understanding of the new English and Mathematics syllabus, inclusive practices, Aboriginal histories and cultures and differentiated learning for students with additional needs. Leadership meetings across the COS were held each term throughout 2023. During these sessions the schools' executive teams engaged in professional learning that developed an understanding of the accountabilities of the Assistant Principal role and new resources to support teaching and

learning such as Inclusive Practices. In Term 4, COS working parties refined systems and processes to support school wide accountabilities in wellbeing, curriculum, teacher induction and PDPs.

As a result:

- There was a school wide authentic understanding of Aboriginal and Torres Strait Islander histories and cultures
- Parents are aware of their child's wellbeing goal and had strategies to help their child achieve the goal at home.
- Parents actively participated in hands on activities during parent forums.
- Event planners helped communicate whole school events to parents, carers and the community.
- Collaborations with pre-schools and high schools have supported continuity of learning.
- Multiple students with a disability gained support unit placement for Kindergarten in 2024.
- Connections across the COS have increased capacity of teachers and SLSOs to meet identified student need.
- Point of need connections between leaders across the COS have increased and have been valuable in improving professional learning and school based systems.

Next steps:

- Outdoor learning spaces to support Aboriginal and Torres Strait Islander histories and cultures will be created.
- Maintain a focus on Aboriginal Histories and Cultures in teaching and learning programs across all Key Learning Areas and through outdoor learning spaces.
- Consistent use of event planners so that communication of school events is consistent with Increased engagement of community through social media platforms.
- Parent need informs the development of hands on Parent Forum sessions.
- Maintain relationships with local pre-school and high schools to ensure continuity of learning.
- Extend support for students transitioning between Stages and grades at LPS.
- Continuation of opportunities for connections and collaboration across the COS including working parties.
- Opportunities for SAS staff to engage with colleagues across the schools.

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 increased percentage of staff from 2022 using communities of practice to build professional capacity.	In 2023 there was an increase in the number of staff using communities of practice on a regular basis to build professional capacity. Across the year 96% of staff participated in COS Staff Development Days while an additional 37% of staff participated in COS Teams e.g. Data, Wellbeing, SLSO
Parent responses indicate a greater than 2022 average in the *Two-way Communication With Parents* in TTFM Survey.	2023 Tell Them From Me results show an increase in average data in *Two-way Communication With Parents*.

Funding sources	Impact achieved this year
Refugee Student Support $11,522.45	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Practice • Supportive Learning Culture • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • use of interpreters, in person and on the phone, to enable effective communication with families of refugee students. • release time for English as an Additional Language or Dialect (EAL/D) teachers to provide targeted support to students, including implementation of Safety Trust Attachment Responsibility Skills (STARS) program. • activities and excursions to allow refugee students to engage with the wider community. • support refugee students to participate in school activities including excursions. **The allocation of this funding has resulted in the following impact:** • students have developed connections with others, at the school and the local high school, who share similar experiences. • participation in experiences and school excursions has allowed refugee students to further develop connections with others and ensured students feel valued, accepted and included at school and within the wider community. **After evaluation, the next steps to support our students will be:** • to continue targeted small group support, such as STARS, to allow refugee students to develop connections and feel a sense of belonging. • to organise more regular community experiences to allow refugee students to experience a range of activities.
New Arrivals Program $30,623.00	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 Lakemba Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** • increased student confidence with English language in class and on the playground. • increased engagement in learning and peers. **After evaluation, the next steps to support our students will be:** • continue to provide additional opportunities for students to develop English language through targeted teaching.
Integration funding support $306,792.00	Integration funding support (IFS) allocations support eligible students at Lakemba Public School in mainstream classes who require moderate to high levels of adjustment.

Integration funding support $306,792.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Informed Practices • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of School Learning Support Officers (SLSOs) to provide additional support for students who have high-level learning needs. • implementation of individual learning plans to differentiate teaching and learning programs. **The allocation of this funding has resulted in the following impact:** • eligible students received effective support to access curriculum and wellbeing programs. • demonstrated progress and improved outcomes through small group and individual learning. • IFS students supported by SLSOs to access differentiated classroom activities. **After evaluation, the next steps to support our students will be:** • to continue to support eligible students to access differentiated, targeted learning to ensure equitable and inclusive access to learning and wellbeing opportunities. • to continue to support IFS students by engagement of SLSOs. • to continue to use Learning and Support Team processes to regularly review and adjust Integration funding to ensure students' individual needs are supported.
Socio-economic background $182,848.29	Socio-economic background equity loading is used to meet the additional learning needs of students at Lakemba Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Practice • Evidence Informed Practices • Supportive Learning Culture • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • professional development of teaching staff in literacy and numeracy assessment to support student learning. • employment of casual staff to support collaborative planning and program implementation. • employment of SLSOs to support students with high level needs. **The allocation of this funding has resulted in the following impact:** • students with high level learning needs were supported through small group and differentiated learning resulting in Literacy and numeracy growth. • professional learning and opportunities to collaboratively program developed teachers understanding of where students' are in their learning and where to next to support improved literacy and numeracy outcomes. • the development of a school based data quadrants to inform teaching and learning. This was supported by the data team and resulted in whole school weekly data (Student Growth) meetings to analyse student growth and attainment in Literacy, numeracy and attendance. **After evaluation, the next steps to support our students will be:** • to continue professional learning to build the capacity of teachers to determine where students are in their learning and develop a plan to support student learning needs. • to maintain connections with the Community of Schools (COS) data team

| Socio-economic background

$182,848.29	to embed the use of data quadrants to inform differentiated teaching and learning. • the continued employment of SLSOs to support students with additional learning needs.
English language proficiency

$572,957.75 | English language proficiency equity loading provides support for students at all four phases of English language learning at Lakemba Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Collaborative Practice
 • Evidence Informed Practices
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include:
 • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms.
 • continue a core practice for supporting students learning English as an Additional Language or Dialect.
 • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds.

The allocation of this funding has resulted in the following impact:
• student progress which is reflected in improved proficiency in the English Language.
• work samples and teacher observation indicate that many EAL/D students are more confident when taking risks in their English language use.
• increased teacher knowledge and understanding of the EAL/D learning progressions and how they can be used to identify and differentiate teaching and learning.
•   increased capacity of teachers to differentiate instruction to support EAL/D learners.

After evaluation, the next steps to support our students will be:
• continued regular opportunities for moderation of student work samples across all aspects of the EAL/D learning progressions.
• maintain opportunities for collaboration to ensure that the implementation of the new curriculum supports all students to achieve Stage based outcomes. |
| Low level adjustment for disability

$368,239.82 | Low level adjustment for disability equity loading provides support for students at Lakemba Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Positive Partnerships
 • Evidence Informed Practices
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include:
 • engaging additional teachers to reduce class sizes and provide students with opportunities for additional teacher support.
 • providing support for targeted students within the classroom through the employment of SLSOs.
 • providing students identified through data with an evidence-based intervention program, MaqLit, to enhance student outcomes.

The allocation of this funding has resulted in the following impact:
• improved learning outcomes for students particularly in Literacy.
• increased opportunities for teachers to support students in their learning as a result of reduced class sizes. |

Low level adjustment for disability $368,239.82	• increased support for student learning through the employment of SLSOs. **After evaluation, the next steps to support our students will be:** • to provide additional teacher/s to reduce class sizes to ensure students experience increased support during learning. • the continued employment of SLSOs to support student learning and wellbeing.
Professional learning $36,704.44	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 Lakemba Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Responsive Curriculum Provision • Collaborative Practice • Communities of Practice • Positive Partnerships • Evidence Informed Practices • Supportive Learning Culture • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • teachers engage in High Impact Professional Learning (HIPL) in Literacy and numeracy with focus on data skills and use to support planning and implementation of explicit teaching and assessment. **The allocation of this funding has resulted in the following impact:** • increased teacher confidence and understanding of data to inform practice to meet individual learning needs. • increased capacity of the leadership team to plan and implement continuous and coherent HIPL linked to identified student need. • use of the Professional Learning Model by executive, EAL/D team and teachers to plan and deliver HIPL to support implementation of initiatives e.g. EAL/D progressions, handwriting. **After evaluation, the next steps to support our students will be:** • to continue to mentor teachers in the use of the Professional Learning Model when planning and implementing professional learning. • development of a COS professional learning team to provide differentiated PL for staff.
QTSS release $80,845.34	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lakemba Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Responsive Curriculum Provision • Communities of Practice • Supportive Learning Culture • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum. • implementation of peer observations to strengthen quality teaching practices. **The allocation of this funding has resulted in the following impact:** • teachers developed knowledge of each others work through observation of teaching practice K-6. • supported teachers to embed K-2 curriculum.

QTSS release $80,845.34	• supported teachers to engage with 3-6 curriculum. • teachers developed consistent assessment and tracking of student learning over time. **After evaluation, the next steps to support our students will be:** • to continue observations to support student growth in reading and numeracy. • to maintain a focus on assessment to inform differentiated teaching and learning. • to continue to support teachers to embed K-2 curriculum. • to continue to support teachers to enact the 3-6 curriculum.
COVID ILSP $165,782.04	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition. **The allocation of this funding has resulted in the following impact:** • improved student outcomes in phonics for Stage 1 students for approximately 10 groups of 6 students each semester. **After evaluation, the next steps to support our students will be:** • to continue to support improved Literacy outcomes through small group tutoring.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	246	227	204	203
Girls	211	215	193	202

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	86.9	89.4	82.3	86.9
1	82.4	90.9	82.1	82.8
2	84.3	90.6	83.9	85.6
3	85.9	91.1	85.0	86.8
4	83.7	92.4	82.6	86.2
5	83.4	89.7	83.7	87.7
6	85.9	89.3	83.9	84.3
All Years	84.6	90.4	83.2	85.9
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)	5
Classroom Teacher(s)	14.06
Learning and Support Teacher(s)	2.2
Teacher Librarian	0.8
Teacher EAL/D	4.2
School Counsellor	0.6
School Administration and Support Staff	3.42
Other Positions	1

*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	1,757,491.42
Revenue	5,924,083.26
Appropriation	5,808,385.47
Sale of Goods and Services	22,626.19
Grants and contributions	59,323.75
Investment income	30,345.35
Other revenue	3,402.50
Expenses	-5,840,628.34
Employee related	-4,864,338.21
Operating expenses	-976,290.13
Surplus / deficit for the year	83,454.92
Closing Balance	1,840,946.34

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	228,877
Equity Total	1,124,046
Equity - Aboriginal	0
Equity - Socio-economic	182,848
Equity - Language	572,958
Equity - Disability	368,240
Base Total	3,091,911
Base - Per Capita	103,323
Base - Location	0
Base - Other	2,988,588
Other Total	705,939
Grand Total	5,150,774

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

Students

One hundred and thirty six students completed the survey and reported that:

- 73% feel accepted and valued by their peers and others at school.
- 74% believe they have friends at school they can trust and who encourage them to make positive choices.
- 82% believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 83% indicated positive behaviour at school.
- 65% are interested and motivated in their learning.
- 85% believe that they try hard to succeed in their learning.
- 47% indicated they do homework for their classes with a positive attitude and in a timely manner.

Based on feedback from students, the school will:

- Build on People Who Believe In Me mentoring to increase the number of students who feel accepted and valued by their peers.
- Use students feedback to enhance teaching, learning and wellbeing programs so that students are motivated and engaged.

Parents

Thirty three parents completed the survey and reported that:

- 89% feel welcome when visiting school.
- 94% believe school is a culturally safe place for all students.
- 83% believe teachers listen to concerns.
- 74% believe they are well informed about their child's progress in school subjects.
- 73% believe they are informed about their child's social and emotional development.
- 86% feel their child's report provides information on how best to support their child in learning.
- 82% believe written information from the school is in clear plain language.
- 86% feel their child is clear about the rules for school behaviour.

Based on feedback from parents, the school will:

- Continue to refine learning and wellbeing conversations through parent feedback.
- Increase opportunities for parents and carers to engage in school initiative and events.

Teachers

Seventy two percent of teachers completed the survey and reported that:

- 63% feel school leaders have helped me establish challenging and visible learning goals for students.
- 68% believe school leaders have supported them during stressful times.
- 87% set high expectations for student learning.
- 84% monitor the progress of individual students.
- 80% talk with other teachers about strategies that increase student engagement.
- 82% work with parents to help solve problems interfering with their child's progress.
- 75% share student learning goals with parents.

Based on feedback from teachers, the school will:

- Refine coaching and mentoring practices to ensure effective collaboration between leaders and teachers.

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.

Other School Programs (optional)

School as a Community Centre

The Lakemba *Schools as Community Centre* (SaCC) is committed to holistic community development, recognising the diverse needs of families and children. The SaCC works closely with the school to establish a solid foundation for future learning. This year the SaCC has implemented targeted initiatives and resources, actively ensuring the preparedness of both families and children for their educational experiences.

The SaCC collaborates with external providers to support families in preparing their children for school, offering access to diverse programs and resources. This empowers parents and caregivers with the necessary knowledge and skills for a positive learning environment at home. Successful partnerships with Learning Links led to the implementation of the PALS program which aims to build positive relationships and develop necessary skills for a seamless transition to school. Additionally, a collaborative alliance with Koorana saw the delivery of a 6-week Start Strong to School program for Kindergarten students in 2024. Sydney University also worked with the Centre and the school to improve literacy and language skills for Kindergarten students in 2024 through funded speech assessments and the Language Learners program.

Recognising the importance of early childhood development, the SaCC prioritises resources for young learners, including Koorana's Playgroup for children birth to 5 years. This fosters curiosity, creativity, and a passion for learning. NSW Health's support during playgroup sessions and the Royal Life Saving Association's water safety session further enhanced the community's knowledge and wellbeing. In supporting families as their child's initial educator, the SaCC introduced various programs, including the "Colour, Calm, and Conversation" wellbeing program for local women.

Supporting families within the community was also a priority for 2023 and a collaboration with STARTTS engaged families from refugee backgrounds in impactful programs such as the Baby Musical Therapy initiative. This program stimulates cognitive development and emotional expression. STARTTS extended its impact through the Circle of Security program, playing a pivotal role in fostering healthy relationships within families. Additionally, STARTTS also introduced the Family and Individual Counselling and Therapy (FICT) program, specifically tailored to support Rohingya families in navigating complex experiences, providing a safe space for healing and growth.

To support a community need for tertiary education, TAFE NSW administered a Beauty Course, and MTC Australia facilitated a Resume and Cover Letter course for workplace readiness.