

2023 Annual Report

Lake Munmorah Public School



LAKE MUNMORAH
PUBLIC SCHOOL
"Believe & Achieve"

2362

Introduction

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

2023 was a milestone year for Lake Munmorah Public School. The celebration of our Centenary was an outstanding event, with community, both past and present, attending an open day in the school grounds. Visitors from the local Lake Munmorah community, from regional and city areas in New South Wales, as well as interstate from Queensland and Victoria, all enjoyed reconnecting with friends, past and present teachers and reminiscing about their time in the school. The opening of the time capsule was a much-awaited event, with many past students enjoying sharing their school achievements with their own children. The Centenary team, led by Mrs Sherelle Jardine-Harris, worked tirelessly to put on an event with something for everyone - from market stalls and digital gaming access to memorabilia displays and musical entertainment. Popular with many of the visitors was the photo display, sharing photographic memories from each of the decades past, as well as the Devonshire Tea stand in the library, well-attended for the chance to sit and have a catch-up over a cup of tea and a scone. This was a wonderful event, enjoyed by all who attended.

Lake Munmorah Public School has long-been, and will remain, an inclusive, friendly and vibrant school, welcoming all and creating memories to last a life-time.

Narelle Baldwin

Principal

School vision

At Lake Munmorah Public School, students are challenged to learn and continually improve in a respectful and inclusive environment. We inspire our students and the community to be confident and creative lifelong learners, who are empowered to reach their individual potential and strive for excellence.

School context

Lake Munmorah Public School is a dynamic educational setting located at the southern end of Lake Macquarie. There are 16 classes, catering for the 372 mainstream students, including 60 students of Aboriginal and Torres Strait Islander descent. The school has three Multi Categorical (MC) classes consisting of 21 students and an Early Intervention (EI) unit for up to 21 students. These classes cater for children with a range of disabilities and supports the students and their families. In total the school population of 413 students is accommodated in 20 classes and supported by a dedicated and enthusiastic staff. The school thrives with the support of an active and committed P&C, who dedicate their time to the school and community. Lake Munmorah Public School is an active member of the Muru Bilbi Aboriginal Education Consultative Group. Together we support initiatives to improve outcomes for Aboriginal and Torres Strait Islander students at school and in the community.

The school offers students a variety of extra-curricular activities that promote the development of the whole child, fostering their individual interests and talents. These activities include inter-school sport competitions, public speaking, dance groups, debating, music, choir, drama and chess. There is a strong focus on student leadership, and opportunities such as the Student Representative Council and the parliament program provide considerable scope for students to develop confidence and skills in this area.

Through our situational analysis, we have identified a need to use data driven practices to ensure that all students have access to stage appropriate learning. Further work is projected to deepen teachers' knowledge and understanding of quality differentiated instruction for students with additional learning needs, including those identified as high performing and gifted. Developing quality assessments, both in formative and summative formats, as well as developing greater teacher confidence in analysis and interpretation of data, are target areas for future growth and further development.

Our school is part of the Lakes Learning Community and works in collaboration with other local schools to deliver professional learning programs designed to support teacher development. This alliance of schools also delivers an intensive Year 6 to Year 7 transition program ensuring that our students are settled, confident and ready to learn.

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 performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

In order to maximise learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, data driven teaching practices will be refined through well developed assessment processes.

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.

- Quality Assessment Practices
- Data to inform practice

Resources allocated to this strategic direction

Professional learning AP Curriculum & Instruction

Summary of progress

Quality Assessment Practices:

Staff completed all modules of Formative Assessment. Consistent engagement from staff over the past 3 years has led to the consistent practices of Learning Intentions and Success Criteria, as well as a suite of quality assessment practices, being evident in programs and classrooms across the school. Continued engagement of staff with mentoring from stage and class teachers, peer observations with executive staff or colleagues, and the giving and receiving of feedback, key to the success of the professional learning. New staff to the school in 2023 were provided mentoring as required, to align with stage and school expectations. Collaboration with the Community of Schools Formative Assessment Team was less evident in 2023 due to the divergent needs of each school. Looking forward, the introduction of Curriculum Reform in 2024 compliments the training received through Formative Assessment, with Learning Intentions and Success Criteria featuring in the new syllabus documents.

In addition, all staff received training in Learning Progressions in Semester One. These were used by staff to guide intervention within classrooms and small group instruction and were used intensively in relation to writing tasks for higher achieving students.

Data to Inform Practice:

Surveys indicated that staff valued the acquired assessment strategies learned in Formative Assessment, and data gathered was used to drive the teaching and learning cycle. However, the data collected was not centralised in 2023, as in previous years, as a result across school trends were less evident or less easily accessed. Time was spent on investigating assessment requirements of syllabus documents for 2024 onwards, resulting in some practices and programs being discontinued leading into the future. This also led to the update of the Assessment Schedule to reflect needs in 2024. Further work in the use of syllabus supported assessments will be a focus for staff in 2024.

In 2024, Strategic Direction 1 will include Explicit Teaching as a focus, closely aligning with the work undertaken in data analysis. Moving forward, this will mean Strategic Direction 3 will amalgamate with Strategic Direction 1. The intent of the Lake Munmorah Public School Strategic Improvement plan has not changed.

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
School self-assessment of the School Excellent Framework (SEF) elements of 'Assessment' indicates improvement from Delivering to Sustaining and Growing.	School Self-Assessment of the School Excellence Framework (SEF) elements of 'Assessment' indicates Sustaining and Growing.

<p>School self-assessment of the School Excellent Framework (SEF) elements of 'Data Skills and Use' indicates improvement from Delivering to Sustaining and Growing.</p>	<p>School Self-Assessment of the School Excellence Framework (SEF) elements of 'Data Skills and Use' indicates Sustaining and Growing.</p>
<p>An increase in Check-In Assessment mean scaled score for reading in Year 3 and Year 5 compared to Year 3 and Year 5 in 2022.</p>	<p>An increase of 2.7% was evident in both Year 3 and Year 5 Reading mean scaled scores for Check-In assessments in 2023.</p>
<p>An increase in Check-In Assessment mean scaled score for numeracy in Year 3 and Year 5 compared to Year 3 and Year 5 in 2022.</p>	<p>An increase of 1% was evident in the mean scaled score for numeracy in the Year 5 Check-In assessment, however the Year 3 mean scaled scores indicated a decline of 2.7%. Year 3 students performed significantly better in the area of Statistics and Probability, with 75.6% of the cohort correctly answering questions in the strand.</p>

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

In order to support the cognitive, emotional, social and physical wellbeing of students, increased engagement of the whole school community in wellbeing and attendance practices will be a priority.

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
- Attendance

Resources allocated to this strategic direction

Socio-economic background

Low level adjustment for disability

Summary of progress

Wellbeing:

Focusing on social and emotional learning has been core to the Wellbeing strategies used at Lake Munmorah Public School. Students are well-supported through the Positive Behaviour for Learning (PBL) framework within the school, supported with the Bounceback program and lessons provided to complement PBL. Engaging key personnel to work with students has resulted in a reduction in major incidences in the Sentral Wellbeing records and has assisted with more structured playground activities, more effective conflict resolution and settled classroom environments. A continued focus on student social and emotional wellbeing, through targeted lessons, building relational trust and emphasis on inclusive educational practices across the school will further support wellbeing in 2024.

Attendance:

All staff undertook intensive Attendance training with the Home School Liaison Officer to develop and refine understandings of the importance of quality practices when dealing with student attendance. The school continued with attendance monitoring letters to parents, recognition of excellent attendance and support for families requiring assistance in getting students to school. This was supported by network training for senior executive, refining strategies to lift levels of attendance across the region. A focus on the importance of regular attendance, especially regarding partial attendance, will be a feature for 2024.

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 percentage of students reporting positive wellbeing (Expectations of Success, Advocacy and Sense of Belonging) at lower bound target.	The percentage of students reporting positive wellbeing in 2023 was 81.91%, an increase from 79.2% in 2022, however still below the Lower Bound target of 90.1%.
Increase the percentage of students attending greater than 90% of the time at lower bound target from baseline data.	The percentage of students attending 90% of the time for 2023 was 62.36%. This is a significant increase from the 2022 percentage of 44.24%.
School self-assessment of the School Excellence Framework (SEF) theme 'Attendance' indicates improvement at or above Sustaining and Growing towards Excelling.	School Self-Assessment of the School Excellence Framework (SEF) elements of 'Attendance' indicates Sustaining and Growing.

Strategic Direction 3: Inclusive Education

Purpose

In order to ensure all students are challenged in their learning, teachers will be empowered to develop, implement and evaluate quality practices and processes in differentiation, feedback and high performance across the school.

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.

- Explicit Teaching
- Reaching our potential

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Professional learning

Summary of progress

Explicit teaching

The High Impact Professional Learning (HIPL) timetable was changed in 2023 to embed the Learn, Do, Reflect cycle of professional development for all staff. Evidence based research and teaching sessions were presented to staff (Learn), a goal or action was set for focus over the week (Do) and then a second consecutive High Impact Professional Learning session focused on how to embed practice at a stage or cohort level (Reflect). This model was successful in Semester One, to reflect on learning undertaken in Formative Assessment, embedding practices in class programs and teaching/learning delivery. In Semester Two, the Assistant Principals Curriculum & Instruction focused on Curriculum Reform, preparing for 2024 by introducing units of work, released by the NSW Department of Education, for Stage 2 and Stage 3 teachers to trial in the classroom, with the support of Assistant Principals and staff familiar with the expectations.

Feedback on the model was very positive, with staff appreciative of the weekly timetabled session with Assistant Principals Curriculum & Instruction to discuss progress in building knowledge and skills with new curriculum documents.

Reaching Our Potential

Identified students from Stage One, Stage 2 and Stage 3 engaged in High Potential and Gifted weekly sessions, delivered by the Intervention Teacher. Data analysis and consultation with classroom teachers was undertaken to decide the focus of the targeted groups. Students worked in small groups to focus on explicit instruction to improve their outcomes in identified areas. Consistent delivery of instruction was compromised, at times, due to staffing concerns across the year.

From 2024, Strategic Direction 3 Inclusive Education will be amalgamated into Strategic Direction One Student Growth and Attainment. The intent of the Lake Munmorah Public School Strategic Improvement Plan has not changed.

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
School self-assessment of the School Excellence Framework (SEF) elements of 'Effective Classroom Practice' indicates improvement above baseline Sustaining and Growing towards Excelling	School self-assessment of the School Excellence Framework (SEF) element of 'Effective Classroom Practice' indicates maintenance at Sustaining and Growing.
School self-assessment of the School Excellence Framework (SEF) elements	School self-assessment of the School Excellence Framework (SEF) element of 'Curriculum' indicates maintenance at Sustaining and Growing.

<p>of 'Curriculum' indicates improvement above baseline Sustaining and Growing towards Excelling.</p>	
<p>School self-assessment of the School Excellence Framework (SEF) theme 'High Expectations' indicates improvement above baseline Sustaining and Growing towards Excelling.</p>	<p>School self-assessment of the School Excellence Framework (SEF) element of 'High Expectations' indicates maintenance at Sustaining and Growing.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$7,657.00</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 Munmorah 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional support time for the student from the EALD and intervention teacher <p>The allocation of this funding has resulted in the following impact: the student was supported through the acquisition of age-appropriate text in Thai, as well as daily support in English language acquisition.</p> <p>After evaluation, the next steps to support our students will be: foster independence and support the family in transitions to high school in an appropriate setting.</p>
<p>Integration funding support</p> <p>\$347,200.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lake Munmorah Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • Implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrated progress towards their learning goals. Individual Learning Plans were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms and other settings across the school.</p> <p>After evaluation, the next steps to support our students will be: a continued focus on effective support strategies for addressing specific student need, working to expand the skill-set of staff to target identified needs. This will be accomplished through targeted professional learning, in conjunction with the Learning Support Team and Learning and Support teachers. The use of integration funding will be adjusted throughout the year in response to student individualised learning plans, progress made as well as reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$379,652.79</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lake Munmorah 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"> • Wellbeing • Other funded activities

<p>Socio-economic background</p> <p>\$379,652.79</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing students with economic support for educational materials, uniform, equipment and other items • Professional development of staff through Formative Assessment and Curriculum Reform to support student learning • Employment of additional staff to support students with additional needs <p>The allocation of this funding has resulted in the following impact: targeted professional learning has deepened the understandings for all staff in the identified areas. Engagement with Curriculum Reform has been school-wide, resulting in a deep understanding of the changes to curriculum delivery in 2023. A targeted approach was required due to the K-2 staff being in the implementation phase of Curriculum Reform, with 3-6 staff investigating, familiarising and trialing units of work from the new curriculum documents.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning in Curriculum Reform will continue, with mentoring from Assistant Principals Curriculum and Instruction and Assistant Principals. Data analysis will continue to be a priority for High Impact Professional Learning as well as for team meetings led by Assistant Principals. A focus on Professional Learning Communities (PLC) will assist the targeted knowledge and skill acquisition for staff.</p>
<p>Aboriginal background</p> <p>\$71,032.97</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lake Munmorah 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support literacy and numeracy programs • Engaging with Dhinewan mentoring to support student engagement and build cultural knowledge and pride • Professional development of staff through targeted learning in Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: of the 18 Aboriginal and/or Torres Strait Islander students sitting 2023 NAPLAN, 67% were proficient in Reading and 61% were proficient in Numeracy. Changes in the timing of NAPLAN, now completed at the end of Term 1, was an adjustment for staff and students. Reflection on data through the Check-in assessments indicated that the mean scaled score in Reading for Year 5 students was equal to that of State for all students. Year 3 Reading results indicated students were outperforming State results by 4%. Results for Years 3 and 5 in Numeracy indicated further work was required in this area.</p> <p>Results from the Tell Them From Me survey Student Outcomes and School Climate indicated 83% of Aboriginal and Torres Strait Islander students felt good about their culture, declining from 88% in Snapshot One.</p> <p>78% of Aboriginal students agreed or strongly agreed that teachers understood culture, a significant increase from Snapshot One at 56%. This would be attributed to work within the school regarding Personalised Learning Plans, Yarn Ups with families and community as well as the focused professional learning across the state through the Aboriginal Outcomes and Partnerships Directorate.</p>

<p>Aboriginal background</p> <p>\$71,032.97</p>	<p>After evaluation, the next steps to support our students will be: continued efforts to engage and support Aboriginal and Torres Strait Islander students in both academic and cultural activities, with an emphasis in Mathematics.</p>
<p>English language proficiency</p> <p>\$13,004.39</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lake Munmorah 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: support received from additional staff settled students into the new school environment and support through extra assistance on the classroom.</p> <p>After evaluation, the next steps to support our students will be: continued monitoring of students, tracking progress and working with 2024 teachers to build capacity and capability.</p>
<p>Low level adjustment for disability</p> <p>\$216,114.55</p>	<p>Low level adjustment for disability equity loading provides support for students at Lake Munmorah 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"> • Wellbeing • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: direct and timely support is evident to assist students with disabilities and/or additional learning needs within mainstream classrooms, provided by the Learning and Support Teachers at Lake Munmorah Public School. Identification of students through performance data analysis, observational data and consultation with parents/carers and staff has led to targeted approaches that benefit not only individuals but also groups or classes of students. These interventions are monitored and reviewed, then discussed with relevant stakeholders, to maintain student progress and best support identified needs.</p> <p>After evaluation, the next steps to support our students will be: continue to utilise additional staff to target student support according to data analysis by the Learning Support Teachers, classroom teachers and Assistant Principals. Consistent review and discussion around Learning and Support processes will assist with provision of the most appropriate support for students.</p>
<p>Professional learning</p> <p>\$33,809.26</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 Munmorah Public School.</p>

<p>Professional learning</p> <p>\$33,809.26</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"> • High Quality Curriculum Delivery • Reaching our potential • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning for all staff through Formative Assessment and in line with requirements in Curriculum Reform, including new syllabus documents. <p>The allocation of this funding has resulted in the following impact: all staff have completed the Formative Assessment training, delivered by the Formative Assessment Team within the school. Concepts, skills and strategies presented within the training are evident in programs and classrooms throughout the school. Staff willingly engaged with peer observation tasks, provided feedback and shared success with peers. With Learning Intentions and Success Criteria featuring in new syllabus documents, staff felt they were well-prepared to undertake implementation of Curriculum Reform Years 3-6 in 2024.</p> <p>After evaluation, the next steps to support our students will be: to complete the teaching and learning cycle, ensuring assessment and data analysis feature in all class planning for all programs.</p>
<p>QTSS release</p> <p>\$90,669.89</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lake Munmorah 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"> • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum through Professional Learning Community hubs led by the APCI • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: All staff have developed their knowledge around Curriculum Reform and been part of Professional Learning with the K-2 syllabus documents and, more recently, the 3-6 syllabus documents. All staff have engaged with delivery of the syllabus content as part of their respective stage teams, with K-2 implementing the required content and 3-6 trialing the new units. All staff have been supported in their stage by their Assistant Principal and the Assistant Principal Curriculum and Instruction.</p> <p>After evaluation, the next steps to support our students will be: to further develop and deepen the knowledge and skills of staff to deliver syllabus content, using assessment analysis as a key driver of programming and delivery.</p>
<p>COVID ILSP</p> <p>\$193,471.23</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>COVID ILSP</p> <p>\$193,471.23</p>	<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: small group, explicit instruction was planned across each stage in Literacy and Numeracy targeted toward students identified from school-based and Check in data. Targeted students engaged in explicit instruction, determined by data analysis, with regular review of data, planning, implementation and delivery to ensure students had instruction at point of need. From pre assessment to post assessment, every student achieved improved learning outcomes. Students who made smaller gains accessed intensive one-to-one support. The impact of a disrupted intervention timetable, due to staffing concerns, resulted in less time to cover concepts.</p> <p>After evaluation, the next steps to support our students will be: small group instruction processes refined to ensure learning is targeted at point of need. Analysis of data is shared with classroom teachers to ensure student progress is tracked across classroom and small group settings.</p>
<p>AP Curriculum & Instruction</p> <p>\$186,105.60</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 to inform practice • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • Develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: stage groups had weekly meetings with the Assistant Principals Curriculum and Instruction. Staff have collaboratively planned for Curriculum Reform, utilising existing expertise in the K-2 staff to develop skills and knowledge regarding changes to syllabus expectations. Assessment practices across the school are embedded and evident in programs. Collaboration was evident throughout, although with varying degrees of success, depending on the relational trust built among teams. Feedback and support provided to all staff in regard to Curriculum Reform.</p> <p>After evaluation, the next steps to support our students will be: further refining of teacher skills and knowledge in Curriculum Reform, especially in the delivery of syllabus requirements in Years 3-6, in order to provide enriching, data-driven learning for all students at point of need. Support will continue in classrooms for teachers from the Assistant Principals Curriculum & Instruction, and in High Impact Professional Learning throughout the year. Mathematics will be targeted as a priority in line with identified needs within the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	217	224	210	215
Girls	202	184	189	192

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.2	93.3	86.9	92.9
1	92.1	93.9	87.3	91.6
2	94.6	92.3	88.6	90.4
3	93.1	92.0	86.8	90.8
4	91.9	90.7	87.5	89.4
5	91.5	89.8	84.8	88.0
6	91.3	91.0	82.8	87.0
All Years	92.6	91.8	86.4	89.7
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)	6.2
Classroom Teacher(s)	16.39
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.02

*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	522,490.52
Revenue	6,066,537.88
Appropriation	5,858,416.82
Sale of Goods and Services	33,636.77
Grants and contributions	167,298.43
Investment income	7,085.86
Other revenue	100.00
Expenses	-5,968,235.51
Employee related	-5,394,654.58
Operating expenses	-573,580.93
Surplus / deficit for the year	98,302.37
Closing Balance	620,792.89

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	351,918
Equity Total	679,805
Equity - Aboriginal	71,033
Equity - Socio-economic	379,653
Equity - Language	13,004
Equity - Disability	216,115
Base Total	3,773,639
Base - Per Capita	108,544
Base - Location	0
Base - Other	3,665,095
Other Total	535,596
Grand Total	5,340,958

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

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, students, parents and teachers participated in the Tell Them From Me surveys.

The results are listed below:

Students:

In the area of Social-Emotional Outcomes - Lake Munmorah Public School students were more positive in the early part of 2023, with the positive sense of belonging at 64%, markedly dropping to 55% in semester 2. Their interest and motivation also declined by 5% from 57% to 52%. This was particularly evident in the Year 5 cohort. In the area of Effort, Year 4 students maintained their focus on trying to succeed in school, while Years 5 and 6 responses showed a sharp decline in effort.

In the Drivers of Student Outcomes - Lake Munmorah Public School student responses showed minimal changes across these areas. A positive learning climate was maintained, and staff expectation of student success fielded similar responses in each of the surveys. In the area of Advocacy at School, Year 5 showed the biggest drop in feeling they had an adult to advocate for them, however the score still remained close to the state average.

Parents:

In 2023, 24 parents responded to the Parent Survey. This was a significant increase from 2022.

Parents reported they praised and encouraged their children to do well at school. They expected their children to pay attention in class and felt the rules about school behaviour were clear. Parents indicated they felt welcome in the school and communication in written form was clear and easily understood. Eighty percent of parents had attended meetings or spoken with their child's teacher on two or more occasions.

Teachers:

The teacher survey revealed similar results to state averages across most areas. Teachers indicated they work closely with parents to ensure a child's progress is maintained and parents understand expectations in the classroom, clearly established with students from the beginning of the year.

Other results include:

Teachers set high expectations for student learning - 9.0 out of 10.

Teachers regularly use data from formal assessments to decide the best way to teach new concepts - 8.1 out of 10.

Teachers try to link a new concept to previously mastered skills and knowledge - 8.3 out of 10.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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