

# 2023 Annual Report

Lakelands Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Lakelands Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Lakelands Public School

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## School vision

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

## School context

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

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

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

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### 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	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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

Low level adjustment for disability  
AP Curriculum & Instruction  
Aboriginal background  
Integration funding support  
English language proficiency

### Summary of progress

The focus for 2023 remained on continued improvement in teacher confidence and competence in using data driven practices in numeracy and reading for improved student learning outcomes so that student learning needs were placed at the centre of teaching and learning.

This involved school processes in collecting, tracking and using data in numeracy, and stage-level processes for reading. The National Literacy and Numeracy Learning Progressions were used to identify student strengths and areas for improvement to form targeted learning goals which were responsively planned for and then evaluated in teaching and learning programs. Data driven practices were continued in numeracy, with a focus on the identified need in the Numeracy Learning Progressions, Number and Place Value. Data driven practices were continued in Stage 1 classrooms through the implementation of professional learning on the Science of Reading and systematic, synthetic, explicit phonics instruction, and introduced and implemented into Early Stage 1 classrooms. The focus Literacy Learning Progressions areas were, Phonic Knowledge and Word Recognition (Stage 1), and Phonological Awareness (Early Stage 1). Further identification and targeting of specific student needs in blending phoneme-grapheme correspondences was developed through an ongoing assessment schedule that focused on using the data to inform practice K-2.

As a result, teacher confidence and competence in assessing students against data-informed learning intentions and success criteria increased in Stages 1 and 3 in numeracy, and in Early Stage 1 and Stage 1 in reading. Further growth was illustrated in student learning outcomes in reading and numeracy across 2023, as termly snapshots illustrated continued growth. Student growth in Phonic Knowledge and Word Recognition was significant from 2022 to 2023, demonstrated by all Year 1 students who completed the Department's mandatory phonics screener assessment.

Next year the focus will be on further developing data driven practices through wider and more independent implementation of responsive LISC adjusted in the English and Mathematics units, to support explicit teaching and effective assessment practices in line with the new curriculum. In numeracy K-6, teachers will build on their understanding and practice to support implementation of the new curriculum under the Curriculum Reform, using high-impact teaching and learning strategies. A further focus will be the consolidation of data driven practices in delivering the Science of Reading in Early Stage 1 and Stage 1 classrooms, extending professional learning to Stage 2 teachers to support student transition into Year 3 and to develop reading fluency of all students, including those 'at-need'. A broader understanding of best-practice in reading development K-6, delivered using the new syllabus, will be addressed during whole school professional learning.

### 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 Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-In Assessment mean scale score indicates the percentage of students achieving growth in numeracy in Year 3 and 5 has increased by 3.08% from 2022 to 2023.
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-In Assessment mean scale score indicates the percentage of students achieving growth in reading in Year 3 and 5 has increased by 7.87% from 2022 to 2023.
Excelling in the theme 'Data use in teaching' within the element 'Data skills and Use'.	Self-assessment against the School Excellence Framework in the theme of 'Data use in teaching' shows the school currently performing at Excelling.

## Strategic Direction 2: Learning Culture

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

#### Professional learning QTSS release

### Summary of progress

The focus for 2023 was on embedding a school culture that was focused on streamlining KLA scope and sequences for K-6 and ongoing performance improvement through whole school implementation of High Potential and Gifted Education enrichment programs and opportunities.

This involved the creation of a HPGE Hub in Google Drive to track HPGE students, provide timetabling information and programs, and a flowchart of whole school HPGE processes. Also, different classroom teachers were released by a member of staff to enable them to lead Enrichment groups (across K-6) including maths, technology, Tournament of Minds which operated consistently throughout the year for 6 hours per week. That same member of staff ran the remaining HPGE programs in the scheduled time. Current scope and sequences were collated and new documents for K-2 in English and Mathematics have been drafted and trialled.

Next year the focus will be to support staff through the implementation of HPGE flowchart of processes and a HPGE committee. This will assist all staff to identify HPGE students each term, provide enrichment activities at a class level via collegial discussion and track data through the central hub. Furthermore, a reduction in the number of timetabled HPGE activities with all opportunities to be timetabled at the beginning of the year will reduce the impact on teacher's classroom timetables. Creation of K-6 scope and sequences that align with the new English and Mathematics syllabus documents and work systematically across the school, will be drafted and provided to staff for feedback and trialing.

### 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
Self-assessment against the School Excellence Framework in the theme 'High Expectations' within the element 'Learning Culture' indicates improvement toward Excelling.	Self-assessment against the School Excellence Framework in the theme 'High Expectations' within the element 'Learning Culture' indicates maintenance at Sustaining and Growing from 2022 to 2023, and yet to see improvement toward Excelling.
Self-assessment against the School Excellence Framework in the element 'Curriculum' indicates improvement toward Excelling.	Self-assessment against the School Excellence Framework in the element 'Curriculum' indicates maintenance at Sustaining and Growing from 2022 to 2023, and yet to see improvement toward Excelling.

## Strategic Direction 3: Well-being

### Purpose

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

### Initiatives

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

- Attendance
- School Wellbeing Practices

### Resources allocated to this strategic direction

#### Socio-economic background

#### Summary of progress

The focus for 2023 was on communicating policy to support a strategic and planned approach to whole school well-being processes, with a focus on the wellbeing of all students and staff so they can connect, succeed, thrive and learn.

This involved updating and communicating our attendance policy to include the change over from Compass to Sentral. Staff and parents were upskilled on the use of the Sentral Messaging Portal to allow for greater communication between home and school. Consistent monitoring of attendance by class teachers and the executive, wellbeing, and learning and support teams, prioritised the regular review of attendance reports for patterns. Meetings were held with parents and outside school stakeholders for students who needed monitoring or were at risk of chronic absence. Regular information was provided to parents through school communication methods about the importance of consistent school attendance. In the second semester, a whole school attendance reward program was implemented K-6.

The tracking of behaviour was moved to Sentral with the added benefit of tracking awards in the same system. Professional learning was presented to all staff on the use of Sentral for reporting behaviour. The 5Cs were reintroduced to the school through videos presented at SRC Assemblies. Restrictive Practices Policy professional learning was presented with a strong understanding amongst staff.

As a result, all staff participated in the relevant professional learning related to student attendance and behaviour. Staff were aware of the updated attendance policy and used Sentral messaging to communicate with parents. Due to the improved policies, processes and procedures around attendance, Lakelands Public School has seen an improved attendance rate in 2023.

Next year, the focus will be to reinvigorate the school values and communicate this to students, staff and the wider school community. This will promote a more positive environment where students and staff feel a greater sense of belonging.

#### 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
TTFM Wellbeing data (students with positive wellbeing; sense of belonging, advocacy and expectations of success) has reached the lower bound system-negotiated target of 87.8%.	Tell Them From Me data shows 72.89% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target 87.8%
Increase the proportion of students attending school 90% or more of the time toward the upper bound system-negotiated target of 82.5%.	The number of students attending greater than 90% or more of the time is 58.4% indicating some progress has been made toward the lower bound target (of 77.5%).

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$883.00</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 Lakelands Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employed teacher to provide intensive English language support focusing on language development with assistive technology</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A supported transition to school and the development of beginning English skills for new arrivals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To build the capacity of existing staff to cater effectively for the needs of EAL/D students, and to provide in-class support.</p>
<p>Integration funding support</p> <p>\$147,992.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lakelands Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expected Growth - Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Eligible students demonstrating progress towards their personalised learning goals. Individual Learning Plans (ILPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to address student's individual support needs with continued allocation and use of Integration funding support in 2024. The use of integration funding will be adjusted throughout the year in response to student ILP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$404,542.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lakelands Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• School Wellbeing Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> </ul>

<p>Socio-economic background</p> <p>\$404,542.08</p>	<ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Refinement of processes to effectively identify student achievement and progress in order to reflect on teaching effectiveness and student wellbeing and inform future school directions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to engage the literacy and numeracy mentors and AP C&amp;I to support our trajectory towards achieving improvement measures. Data shows that attendance rates for students in this equity cohort is inconsistent and not meeting the improvement measure. Next year, the school will continue to implement our new attendance policy and ensure consistency in implementation across the school.</p>
<p>Aboriginal background</p> <p>\$36,966.14</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lakelands Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expected Growth - Numeracy</li> <li>• Expected Growth - Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture. Staff understanding of Aboriginal Policy and responsibilities had improved through implementation of Department and mandatory professional learning. Funding had supported the Personalised Learning Pathways (PLP) process, ensuring every Aboriginal child achieves success and finds school an engaging and culturally safe place.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue best practice teaching and learning reflected in PLP goals for our Aboriginal and Torres Strait Islander students, delivered through the PLP cycle and embedded in classroom teaching and learning programs. To enhance the partnership between the school and the families, we will organise events and workshops for the families and students to participate in to build relationships across the community and share school successes.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lakelands Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expected Growth - Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging)</li> </ul>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>support</p> <ul style="list-style-type: none"> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Student progress showing growth on internal assessment measures, with results comparable to non-English as an Additional Language or Dialect (EaL/D) students on external assessment measures. Stage 1 and Early Stage 1 teachers engaged in professional learning, where they were guided on how to teach best-practice in reading, using data to inform practice. Teachers looked at student data and analysed to inform future learning goals for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To capitalise on teacher confidence and their capacity to implement best-practice in reading, reflecting the needs of EAL/D learners, to transfer this practice further across the school. Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$179,086.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Lakelands Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expected Growth - Numeracy</li> <li>• Expected Growth - Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  A continued and consolidated approach to student learning support and intervention with an increase number of learning support referrals. Student performance data on internal and external measures indicate individual student growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To further expand the impact of the learning support team and leadership team through distributive leadership practices when collaboratively planning for best-practice and data informed decisions in teaching and learning.</p>
<p>Professional learning</p> <p>\$23,440.26</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 Lakelands Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practices</li> <li>• A Culture of High Expectations and Highly Effective Curriculum Provision</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Professional learning</p> <p>\$23,440.26</p>	<ul style="list-style-type: none"> <li>• executive professional learning and collaboration guided by the school improvement plan, curriculum reform and DoE requirements</li> <li>• professional learning sessions (whole staff, stage and individual)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to embed effective practices in explicit teaching, resulting in improved internal student results. Professional learning in 2023 continued to establish a collaborative vision for our school. Staff have been involved in strategically planned professional learning programs that has built the capability of early career teachers, current teachers and aspiring and current school leaders.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Delivery of personalised and targeted professional learning in the form of team collaborative planning, mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$68,890.18</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lakelands Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A Culture of High Expectations and Highly Effective Curriculum Provision</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice. Teachers have improved in using learning intentions and success criteria and have a developed focus on formative assessment. Teachers have improved in using evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue using instructional leadership across the school. These roles will further support a strong instructional leadership model, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p>
<p>COVID ILSP</p> <p>\$171,689.54</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data, to identify students for small group tuition groups and monitor their progress</li> <li>• providing targeted, explicit instruction for student groups in evidence-based reading and numeracy</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieved significant progress towards their personal learning goals in both reading and numeracy.</p>

COVID ILSP \$171,689.54	<p>Check-In Assessment data indicates that the majority of students receiving COVID ILSP support made progress. 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will be revised and will involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	155	156	160	180
Girls	184	178	183	175

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.8	90.7	87.5	92.7
1	92.3	91.9	85.6	91.8
2	92.8	87.6	85.7	89.0
3	91.4	90.6	83.0	89.5
4	91.8	90.4	84.8	85.4
5	91.2	89.6	84.2	86.4
6	90.0	90.2	84.1	86.8
All Years	92.0	90.2	85.1	89.0
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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	12.77
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	2.82

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	123,781.24
<b>Revenue</b>	4,399,655.44
Appropriation	4,293,486.80
Sale of Goods and Services	6,230.36
Grants and contributions	95,083.58
Investment income	4,854.70
<b>Expenses</b>	-4,371,562.54
Employee related	-4,051,918.14
Operating expenses	-319,644.40
<b>Surplus / deficit for the year</b>	28,092.90
<b>Closing Balance</b>	151,874.14

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	139,943
<b>Equity Total</b>	622,995
Equity - Aboriginal	36,966
Equity - Socio-economic	404,542
Equity - Language	2,400
Equity - Disability	179,087
<b>Base Total</b>	2,677,592
Base - Per Capita	89,269
Base - Location	0
Base - Other	2,588,323
<b>Other Total</b>	348,583
<b>Grand Total</b>	3,789,113

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

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

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

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

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

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

### Parents

In 2023 parent survey data indicated that:

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

### Students

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

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

### Teachers

In 2023 teacher survey data indicated that:

- Lakelands Public School fosters a positive and supportive atmosphere for both students and staff.
- There is an emphasis on kindness, care, and continuous improvement among the staff which reflects a dedication to creating an environment where students can thrive.
- Teachers encourage excellence and inclusion among students which further contributes to the school's reputation as a welcoming and nurturing place for children to learn and grow.
- Teachers plan to build on this positive environment with the aim to have a significant impact on the overall educational experience and the development of students' social and emotional skills.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.