

2023 Annual Report

Lakeside School



5686

Introduction

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

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

School contact details

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School vision

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

School context

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

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

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

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

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

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

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework 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	Working towards Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data and Assessment
- Curriculum initiatives

Resources allocated to this strategic direction

AP Curriculum & Instruction
Socio-economic background
Professional learning
Aboriginal background
Per capita
Literacy and numeracy

Summary of progress

Data and Assessment and Curriculum initiatives

In 2023, Lakeside staff benefited from the expertise and leadership of the Assistant Principal Curriculum and Instruction (AP C&I), particularly in the areas of data, assessment and building staff capacity. Professional learning was delivered with a major focus on literacy and curriculum reform and implementation for K-2, Assessment for Complex Learners, including The Passport for Learning and Literacy and Numeracy Precursors. Staff capacity was also strengthened with professional learning around embedding aboriginal perspectives and online teaching and learning tools such as Inquisitive. To maximise student growth and attainment, Schools for Specific Purposes Supplementary Funding continued to be utilised in providing intensive literacy support and extension, as well as, STEM support to build foundational skills in both areas. Targeted funding was used to employ the Assistant Principal Curriculum and Instruction for an extra day and a literacy teacher. Internal quantitative and qualitative data continues to reflect that with the implementation of this data driven, needs based program to small groups and individual students, there has been an increase to the average reading age across the school.

Due to an intensive focus on preparing for External Validation in Semester One, as well as Assessment for Complex Learners remaining in a trial phase, school-wide implementation of the Passport for Learning and Literacy and Numeracy Precursors did not occur in 2023. Parent feedback results demonstrated the importance of literacy and numeracy as high priorities so aligning Individual Education Plan goals to the indicators and progress points in both assessment tools will be the focus moving forward into our next planning cycle. The executive team have also identified using the library and literacy teachers to embed Aboriginal pedagogies and language across all teaching and learning at Lakeside, under the guidance of our Assistant Principal Curriculum and Instruction.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Data and Assessments</p> <p>Our school will progress from Delivering to Excelling in the themes Formative Assessment, Data Literacy and Data Analysis.</p> <p>This will specifically be achieved by:</p> <ul style="list-style-type: none">• The school using systematic and	<p>Progressing towards Sustaining and Growing in the themes Formative Assessment, Data Literacy and Data Analysis.</p> <ul style="list-style-type: none">• Continued implementation of Assessment for Complex Learners trial for Literacy, Numeracy Precursors and behaviour and engagement (was on hold during External Validation but resumed in Semester Two).• Qualitative and quantitative data informing transition.• Uniformed approach to incorporating The Passport for Learning data and analysis across the school - was unable to be targeted and is a priority for 2024.

<p>reliable assessment to evaluate student learning over time and implementing changes in teaching that lead to measurable improvement.</p> <ul style="list-style-type: none"> • All students achieving the expected improvement outcome in literacy, communication, numeracy and engagement as outlined in their IEP/ITPs determined by SWANS, Communication Passport and the Assessment for Complex Learners. 	<ul style="list-style-type: none"> • Initiating a whole school approach to Literacy assessments (driven by the AP C&I and Literacy team) and incorporating Aboriginal Pedagogies initiative across teaching, learning and engagement. • Professional Learning for new syllabus documents coordinated and facilitated by AP C&I.
<p>Curriculum Initiatives</p> <p>Our school will achieve Sustaining and Growing (aligning with SEF elements) in the themes Lesson Planning and Literacy and Numeracy Focus.</p> <p>This will specifically be achieved by:</p> <ul style="list-style-type: none"> • Ensuring teachers are skilled at explicit teaching and management techniques such as questioning and assessing to identify students' learning needs and use a range of explicit management strategies to explain and break down knowledge. • Utilising technology to effectively enhance learning and service delivery. 	<p>Progressing towards Sustaining and Growing in the themes Lesson Planning and Literacy and Numeracy.</p> <ul style="list-style-type: none"> • 2023 focus to embed Aboriginal Perspectives in Literacy and Numeracy and Aboriginal Pedagogies across the curriculum • 2024 focus to embed Aboriginal perspectives and the Aboriginal Pedagogies across the curriculum, in library and literacy sessions, under the guidance of AP C&I. • 2024 focus to utilise the literacy teacher to establish a small group literacy program and the AP C&I to mentor and build capacity of staff to continue program in respective classes.

Strategic Direction 2: Wellbeing and Engagement

Purpose

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

Initiatives

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

- Student Wellbeing
- Staff Wellbeing

Resources allocated to this strategic direction

Socio-economic background
SSP supplementary funding
Professional learning
AP Curriculum & Instruction
Aboriginal background
Per capita

Summary of progress

Student Wellbeing and Staff Wellbeing

Lakeside School's focus on staff and student wellbeing was determined by both 'wellbeing' (95.1%) and 'sensory' (97.5%) being identified by parents, as the most important aspects of their child's schooling. This direction's focus ensured that staff capacity was strengthened to implement 'In the Zone' strategies, Rock and Water, sensory learning, and a variety of wellbeing initiatives to best cater for the student's self-regulatory and behavioural needs. In 2023, staff and the leadership team strove to ensure that a school-wide approach to effective and positive classroom management was evident and implemented. The leadership team maintained a focus on 'In the Zone for Learning' strategies with teachers presenting strategies for individual students from each class during staff meetings. Identifying and developing 'In the Zone for Learning' profiles for our students and then sharing this knowledge, which built staff capacity and awareness in managing students with complex behaviours. Staff were also trained in the 'Crisis Prevention Institute's Safety Intervention' program Day 1 and 2 in 2023, providing staff with best practice skills and strategies when managing behaviour and supporting student wellbeing.

Wellbeing and Engagement will be maintained as a Strategic Direction in the school's 2024-2027 School Plan. Based on parent survey results, 'Wellbeing' was rated as one of the highest priorities (75%). Supporting staff wellbeing through strong workplace health and safety practices and access to the Employee Assistance Program face to face meetings will be a continued focus. 2023 External Validation assessed the school as sustaining and growing in the theme of Wellbeing and moving towards excelling in this area will be a goal for the school's next five year planning cycle.

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
Our school will achieve Sustaining and Growing in the themes Attendance, A planned approach to wellbeing, Behaviour, Classroom Management and Facilities.. This will specifically be achieved by: • Ensuring a schoolwide approach to	Progressing towards Sustaining and Growing in the themes Attendance, a planned approach to wellbeing, Behaviour, Classroom Management and Facilities.

effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

- All students having a wellbeing, attendance and behaviour goal in their IEP/ ITP
- Increasing attendance of students attending greater than 90% to 58% in 2022 compared to 56% in 2021.

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

This will specifically be achieved by:

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

Progressing towards Sustaining and Growing in the themes of Coaching and Mentoring and Professional Learning.

Strategic Direction 3: Positive Partnerships

Purpose

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

Initiatives

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

- Transition
- Community Engagement

Resources allocated to this strategic direction

Aboriginal background
AP Curriculum & Instruction
QTSS release
Socio-economic background

Summary of progress

Transition and Community Engagement

In 2023, this strategic direction focused on supporting Transition and Community Engagement by maintaining strong transition processes for students exiting school as well as strengthening processes for new students entering into the Lakeside School community. This involved strengthening transition processes by supporting students and parent/carers in the areas of Kindergarten/entry via Access Request transition, post school options and accessing the National Disability Insurance Scheme (NDIS). Lakeside School focused on enhancing and refining packages of support for students in the early years. As a result, students benefited from a successful entry to Lakeside School, improvements in student outcomes, appropriate NDIS packages as well as effective transition to post-school programs. Communication with families was also prioritised in 2023 with the continuation of encouraging parents to engage via social media and online surveys. The impact of these initiatives was evident in enhanced community engagement. Additional activities and whole school initiatives were employed such as NAIDOC Week assembly and BBQ, Father's Day Breakfast and the Family Planning Parent/Carer presentation. Next year the school will continue to utilise social media platforms and seek to invite families onto the school site for additional activities.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Our school will achieve Sustaining and Growing in the theme, Transition and continuity of learning.</p> <p>This will specifically be achieved by:</p> <ul style="list-style-type: none">• Collecting and analysing information to inform and support students' successful transitions.• Ensuring 80% of parents/ carers attending IEP/ITP Meetings and Half Yearly Review Meetings.• Ensuring 100% of students in Stage 6 have a current NDIS plan in place.	<p>Progressing towards Sustaining and Growing in the themes Transition and continuity of learning.</p> <ul style="list-style-type: none">• Effective communication of transition plans• Transition Coordinator collected information on the destination of past students• Technology ensured in excess of 85% of parents/ carers attended IEP/ITP Meetings and Half Yearly Review Meetings• Parents/carers of students without an NDIS plan were identified and supported as required• Assistant Principal coordinated the successful transition in to school for all new enrolments entering Lakeside School.
<p>Our school will achieve Sustaining and</p>	<p>Progressing towards Sustaining and Growing in the themes of Parent</p>

Growing in the themes of Parent Engagement and Community Engagement.

This will specifically be achieved by:

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

Engagement and Community Engagement.

- Open to community days held (NAIDOC Week, Father's Day breakfast, Book Week celebration).
- Success stories regularly published on social media.
- 100% of teaching staff presented an item for social media.
- Aboriginal parents/carers invited for morning tea to engage and contribute to NAIDOC Week planning.
- Incorporating Awabakal community member to deliver engaging activities to students on the culture, history and practices.
- Incorporation of regular Aboriginal Yarning and Deadly Dances sessions to students by Windale PS AEO.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$124,532.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lakeside School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment • Curriculum initiatives • Student Wellbeing • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support student wellbeing initiatives implementation. • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: This funding has been able to offer students a wider curriculum into which they could participate and enhance the development of their fundamental skills. These areas included Health and Physical Education, Creative Arts and development of Pro-social skill development for our students.</p> <p>After evaluation, the next steps to support our students will be: In evaluating these initiatives, the students will continue to engage in these activities and further engage in community events such as the IOTAS Concert, assembly performances, multi-sports days and regional carnivals.</p>
<p>Aboriginal background</p> <p>\$22,803.97</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lakeside School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum initiatives • Student Wellbeing • Transition • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • community consultation and engagement to support the development of cultural competency • employment of additional staff to support literacy and numeracy programs • 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 <p>The allocation of this funding has resulted in the following impact: The school has developed stronger links with the AECG and Community of Schools. This has resulted in local community members visiting the school to engage students with Awabakal cultural practices. It has also involved local schools visiting Lakeside to perform traditional dance and engage in our presentation days.</p> <p>Funding has also been utilised to implement academic and wellbeing programs which further strengthen IEP and transition to post school options.</p>

<p>Aboriginal background</p> <p>\$22,803.97</p>	<p>After evaluation, the next steps to support our students will be: The next step for 2024 will be to develop a Reconciliation Action Plan and to further strengthen the school's ties and commitment with the local AECG.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lakeside School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: English language proficiency equity loading provided support for students at all four phases of English language learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students to develop their proficiency in English language to access curriculum alongside their peers.</p>
<p>Location</p> <p>\$647.00</p>	<p>The location funding allocation is provided to Lakeside School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Funds were used to address school needs associated with remoteness and/or isolation through subsidising travel and curriculum access costs.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide students with access to these in 2024.</p>
<p>Professional learning</p> <p>\$14,735.70</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lakeside School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum initiatives • Student Wellbeing • Staff Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: This funding allowed staff to complete mandatory training activities as set out by the Department. Staff were also offered the opportunity to attend conferences, upskilling knowledge and practice along with networking with</p>

Professional learning \$14,735.70	colleagues by visiting other SSPs beyond our region. The impact of this learning facilitated the implementation of best practice in curriculum and student and staff wellbeing. After evaluation, the next steps to support our students will be: Lakeside staff will continue to engage in professional learning around curriculum implementation, particularly in the area of Assessment for Complex Learners. Student wellbeing will also remain a priority with further focus on In the Zone for Learning.
QTSS release \$16,571.52	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lakeside School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Transition Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs The allocation of this funding has resulted in the following impact: The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice. After evaluation, the next steps to support our students will be: Continue to provide release to executive and teaching staff for transition programs.
COVID ILSP \$38,704.78	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition The allocation of this funding has resulted in the following impact: COVID intensive learning support program delivered 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. After evaluation, the next steps to support our students will be: Continue this in 2024 to provide small group tuition to targeted students.
SSP supplementary funding \$222,358.86	These funds have been used to support improved outcomes and the achievements of staff and students at Lakeside School Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Student Wellbeing Overview of activities partially or fully funded with this site specific funding include: <ul style="list-style-type: none"> • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs)

SSP supplementary funding

\$222,358.86

The allocation of this funding has resulted in the following impact:

These funds have been used to support improved outcomes and the achievements of staff and students.

After evaluation, the next steps to support our students will be:

Teaching staff and SLSOs to work collaboratively in working towards students individual IEP/ ITP goals.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	36	34	34	35
Girls	10	13	12	12

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)	2.2
Classroom Teacher(s)	5.83
Teacher Librarian	0.2
School Administration and Support Staff	9.52

*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	210,946.71
Revenue	3,122,472.49
Appropriation	3,098,171.61
Sale of Goods and Services	457.72
Grants and contributions	13,529.49
Investment income	8,083.27
Other revenue	2,230.40
Expenses	-2,858,027.76
Employee related	-2,622,864.13
Operating expenses	-235,163.63
Surplus / deficit for the year	264,444.73
Closing Balance	475,391.44

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	0
Equity Total	149,736
Equity - Aboriginal	22,804
Equity - Socio-economic	124,532
Equity - Language	2,400
Equity - Disability	0
Base Total	2,111,528
Base - Per Capita	24,376
Base - Location	647
Base - Other	2,086,505
Other Total	359,831
Grand Total	2,621,095

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

Parent/caregiver, student, teacher satisfaction

Parent/caregiver satisfaction: In the planning phase for our 2024-27 School Plan, parents/ carers were surveyed to identify areas of priority across the school. Survey responses identified Literacy, Numeracy, Wellbeing, Sport, and Sensory programs as their highest priority.

The planning committee analysed results in 2023, identifying what parents/ carers considered to be 'very important' for their child. The results were:

- Literacy - 75%
- Numeracy - 41%
- Wellbeing - 72%
- Sport - 34%
- Sensory - 37%

Parent responses demonstrated a high level of satisfaction with the care and support provided at Lakeside School. Satisfaction with the range of opportunities offered at Lakeside and the positive communication between parents and staff was also clearly evident. Regarding areas for improvement, it's notable that some parents highlighted increasing therapist availability, focusing on mental health services, and reducing the rotation of class teachers as potential areas to address. It is also significant that many parents found it challenging to identify further improvements, as it suggests a high level of satisfaction with Lakeside School. However, continuous feedback and open communication channels will be essential in ensuring any emerging concerns are addressed promptly and effectively.

Student satisfaction: continued to be a focus in 2023. Communication Passport is embedded in all activities in and out of the classroom to enhance student voice. Our overall student attendance rate of 86.85% suggests that student satisfaction is high. Lakeside school continues to use Passport for Learning and In the Zone for Learning to explore student voice and agency.

Teacher satisfaction: as measured by the People Matters Survey, staff reported positive feedback across various aspects of our school environment. 86% of staff members expressed confidence in our health and safety protocols, reflecting our commitment to providing a secure and supportive workplace. Equally, 86% of staff expressed pride in their roles, a testament to the meaningful work they do within our school and community. Furthermore, 96% reported a strong sense of personal accomplishment, demonstrating the fulfillment they gain from their contributions. The school focus on managing wellbeing is evident with 82% of staff feeling adequately supported in this regard. Importantly, all staff members reported considering student needs in their planning, emphasising dedication to student-centered education. Moreover, 89% of staff feel supported in their roles, while 96% highlighted that clear expectations foster a conducive work environment. Collaboration remains a cornerstone of our approach, with 93% of staff valuing the opportunities for teamwork and shared decision-making. These survey results not only validate our ongoing efforts but also guide further enhancement, as the school continues to uphold a culture of excellence and support at Lakeside.

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.