

2024 Annual Report

Lakeside School



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Introduction

The Annual Report for 2024 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 school 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 background

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. At the commencement of 2025, Lakeside will gain an additional class, increasing to nine classes, with six being IO/IS (moderate to severe intellectual disability) and three multi-categorical (MC) classes.

School programs are designed around key learning areas focusing on Life Skills outcomes and providing students with a broad range of curriculum experiences. Student programs reflect the skills and knowledge students require to move from school to post-school life. The staff is committed to delivering high-quality education for all students.

The planning process for our 2024-27 School Plan commenced in Term 4, 2023 where 68% of parents/ carers responded to a survey to identify areas of importance. Areas of importance were identified as literacy (75%), numeracy (41%), wellbeing (72%), sport (34%), and sensory programs (37%). Staff and student voice also informed the planning cycle.

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 a second Strategic Direction for Wellbeing. Student growth and attainment (Strategic Direction 1) has been set as mandatory by the Department of Education. For 2024, the following Strategic Directions continued to be implemented.

'Strategic Direction 1 - Student growth and attainment' will focus on Reading, Numeracy and Pathways. This strategic direction will highlight the need for high-quality assessment tools and procedures, utilising the Passport for Learning and the Literacy and Numeracy Precursors to plan and implement quality teaching and learning programs.

'Strategic Direction 2 - Wellbeing' will focus on the importance of attendance, aiming to celebrate regular school attendance and identify areas which require additional support, along with Student and Staff Wellbeing.

The school will continue to seek the engagement and support from parents/ carers, the AECG, and the wider school community as we implement our 2024-27 School Improvement Plan and determine the best directions to successfully cater for our student's needs.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school 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	2024 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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 every student demonstrates growth in the cognitive, expressive and receptive language and social skills domains so that they can connect, succeed and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Effective Teaching and Learning for Progress

Resources allocated to this strategic direction

Socio-economic background

AP Curriculum & Instruction

QTSS release

SSP supplementary funding

Professional learning

Small group tuition (SGT)

Summary of progress

Lakeside School's focus in 2024 was Effective Teaching and Learning for Progress. School wide teaching and learning programs focused on innovative teaching strategies, technology integration, and differentiated instruction. The Small Group Tuition program continued focusing on reading and numeracy extension or support using explicit and evidence-based strategies.

This initiative spanned the entire academic year. Educational leadership provided professional learning sessions and time for staff to engage with syllabus expectations and build their skills and understanding to effectively teach and plan for syllabus requirements across K-10 including Life Skills outcomes. Staff capacity was strengthened in using Literacy and Numeracy Precursors to track student progress. School Development Day Term 2- staff participated in Department curated professional learning sessions to deepen their understanding of the Literacy and Numeracy Precursors and Supporting students with disability in the curriculum.

With regard to Pathways, the school worked closely with students and their families to help navigate the National Disability Insurance Scheme (NDIS), supporting them in planning for future pathways. With open and transparent communication in Individual Education Plan (IEP) meetings we were able to work closely with parents, carers and key stakeholders to review current plans. All Lakeside students currently have NDIS plans. Student achievement this year was heavily influenced by strong leadership support, effective resource allocation, and collaboration among staff members, fostering a culture of continuous improvement. One member of the executive team was selected to lead the Curriculum Reform Community for SSPs and support units at a statewide level and collaborated with local SSPs to create a professional learning community to share best practice knowledge for students with complex needs in the area of curriculum reform.

Lakeside School faced challenges in consistently engaging all staff members, partly due to varying levels of comfort with new technologies, programs, assessments and time constraints. Limited availability of some teaching staff and relevant training opportunities also posed a barrier. As a result of this initiative, the school observed improvements in teaching practices, particularly in consistent teacher judgement in assessment and student engagement. Most students have demonstrated growth in the sub-element of Understanding Texts and Counting Processes within the Literacy and Numeracy Precursors, as well as many observable achievements in the Passport for Learning. Individual student progress is reported directly to parents and carers throughout the year.

Teachers reported increased confidence in assessment practices and student performance data which is indicated by the positive trends in reading and numeracy achievement. Next year, the school will expand this initiative by incorporating capacity building in explicit teaching, and more observation and mentoring programs to further develop staff understanding of evidence-based practices underpinning best practice teaching and learning. Staff feedback also suggests using a consistent whole school assessment such as Passport for Learning and using the Literacy and Numeracy Precursors for students targeted in the Small Group Tuition Program. In 2025, Lakeside School will support a Stage 6 student to complete a certificate with NSW TAFE, this is a significant achievement for both the student and the school. Furthermore, Lakeside will participate collegially with another SSP in curriculum and policy monitoring (CPM).

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Improved reading outcomes Students will demonstrate reading growth and achievement from Term 1 to Term 4 in the sub-element of Understanding Texts in the Literacy and Numeracy Precursors.</p>	<p>Over the past year there has been a school-wide focus on the <i>Reading Comprehension</i> content and access points from the K-10 English syllabus and Life Skills content points. Educational leadership built the capacity of staff to understand the foundational literacy skills needed for students to achieve in this area. All students were assessed using the Passport for Learning and Blooms Assessment to track achievement over the two semesters. Other programs were used to support the complex needs of Lakeside's students including Inquisitive, Help Kids Learn, IXL, 3D printing and the use of Artificial Intelligence (AI).</p> <p>The Small Group Tuition program targeted students who would benefit from extension in their reading achievement and those who would benefit from support to develop their foundational literacy skills with a focus on explicit phonics and phonemic awareness instruction. These students were tracked using the Literacy Precursors and Progressions where appropriate.</p> <p>An analysis of data suggests that reading growth for students at Lakeside School is trending upwards, with the majority of students moving to the next Passport for Learning Group across all Domains, Cognitive, Receptive, Expressive and Social. Student performance in the Small Group Tuition program is similarly positive with all targeted students achieving two or more levels in the Literacy Precursors sub-element of Understanding Texts.</p>
<p>Improved numeracy outcomes Students will demonstrate numeracy growth and achievement from Term 1 to Term 4 in the sub-element of Counting Processes in the Literacy and Numeracy Precursors.</p>	<p>Over the past year there has been a school-wide focus on the <i>Representing Whole Numbers</i> content and access points from the K-10 English syllabus and Life Skills content points. Educational leadership built the capacity of staff to understand counting as an important component of number knowledge and the base for early learning of operations. All students were assessed using the Passport for Learning and Blooms Assessment to track achievement over the two semesters. Other programs were used to support the complex needs of Lakeside's students including Inquisitive, Help Kids Learn, IXL, 3D printing and the use of Artificial Intelligence (AI).</p> <p>The Small Group Tuition program targeted students who would benefit from extension in their numeracy achievement and those who would benefit from support to develop their foundational numeracy skills with a focus on explicit counting processes instruction. These students were tracked using the Numeracy Precursors and Progressions where appropriate.</p> <p>An analysis of data suggests that numeracy growth for students at Lakeside School is trending upwards, with the majority of students moving to the next Passport for Learning Group across all Domains, Cognitive, Receptive, Expressive and Social. Student performance in the Small Group Tuition program is similarly positive with all targeted students achieving two or more levels in the Numeracy Precursors sub-element of Understanding Texts.</p>
<p>Pathways The school supports students and parents to engage with the National Disability Insurance Scheme (NDIS) to plan out future pathways.</p>	<p>Over the past year, the school worked closely with students and their families to help navigate the NDIS, supporting them in planning for future pathways. With open and transparent communication in Individual Education Plan (IEP) meetings we were able to work closely with parents, carers and key stakeholders to review current plans. All Lakeside students currently have NDIS plans.</p> <p>The school's dedicated team ensured that every family had access to the resources and guidance needed to understand and make the most of the NDIS. Through one-on-one meetings, transition visits, professional learning and informal sessions, both parents and staff gained a deeper understanding of the available support and how it could be tailored to individual needs.</p> <p>Families were encouraged to actively engage in the planning process,</p>

Pathways

The school supports students and parents to engage with the National Disability Insurance Scheme (NDIS) to plan out future pathways.

ensuring that each plan was reflective of the student's aspirations and potential. Parents and carers were also encouraged to access therapists at Lakeside to support individual needs. This arrangement was made between staff and key stakeholders.

Throughout the year, the school witnessed positive outcomes as students gained greater independence and confidence in pursuing their goals. Whether it was gaining access to therapy services, assistive technology, or enhanced mobility, the school saw first-hand how the NDIS was helping to 'open doors' for students. Looking forward, the school remains committed to supporting students and their families, ensuring that every student can work towards reaching their potential.

Strategic Direction 2: Wellbeing

Purpose

Ensure that all staff develop and implement programs to enhance wellbeing with a focus on student attendance to guarantee individual goals based on self-regulation, behaviour and wellbeing are established, measured and achieved.

Ongoing development to enhance a safe environment and support good health to optimise productive learning environments. This will support an environment conducive to cognitive, emotional, social, physical and spiritual wellbeing for all stakeholders in the Lakeside School Community to improve the quality of an individual's life.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Attendance
- Student Wellbeing
- Staff Wellbeing

Resources allocated to this strategic direction

Per capita

Location

English language proficiency

Aboriginal background

Professional learning

Socio-economic background

SSP supplementary funding

Summary of progress

Throughout 2024, Lakeside actively worked to improve student attendance through various strategies. Key actions included bi-weekly meetings with Home School Liaison Officers (HSLO) to track attendance and address specific concerns, as well as using social media and newsletters to remind the community about the importance of regular school participation. A significant event was the end-of-year assembly where students with 90% attendance or higher were recognised, motivating others to improve their attendance. Lakeside also prioritised communication with families, reaching out every two days to those students with attendance concerns, which helped understand and address their challenges.

During 2024, the school utilised OLIF funding for our Out of Home Care (OOHC) students. This funding has provided essential resources and support tailored to their individual needs, fostering a more inclusive and nurturing learning environment. With additional support the school was able to offer targeted programs with 1 to 1 SLSO support. This allowed students more opportunities to self-regulate and focus on In the Zone activities. This initiative underlines the school's commitment to ensuring that every student, regardless of their background, has the opportunity to thrive and succeed in their educational journey.

Overall, these initiatives fostered a supportive environment that encourages attendance and engagement. Plans are in place to refine these strategies based on feedback to continue improving student attendance and promoting a culture of success. In their commitment to student wellbeing, staff provided extra NDIS support to parents and carers to help their children, while staff underwent training to better assist students with diverse needs and implement the Passport for Learning assessment. Lakeside maintained its 'In the Zone' philosophy, fostering a supportive environment that promotes both learning and emotional growth. Additionally, staff collaborated closely with key stakeholders to ensure smooth transitions for students entering Lakeside and those moving on after school.

To support staff wellbeing, Lakeside provided access to the Employee Assistance Program (EAP) throughout the year, along with reminders to utilise the new TELUS Health services. They ensured a safe working environment through Work Health and Safety (WHS) support and consultancy. Staff wellbeing events were organised to enhance culture and strengthen connections among staff, and surveys were conducted to understand the most effective initiatives for future planning in 2025. Open communication channels were also established for staff to share their needs and concerns.

The success of the attendance initiative was largely attributed to the open communication established between staff and parents, along with regular HSLO meetings that allowed for timely interventions. Staff were encouraged to monitor student behaviour and hold Learning and Support Team (LST) meetings, while the executive team worked closely with staff to maintain a safe and supportive environment. Overall, these initiatives led to improved attendance rates, with

more students achieving over 90% attendance, and positive trends in student wellbeing, including fewer behavioural issues. Staff reported feeling more supported, contributing to a better school environment.

Looking ahead to 2025, Lakeside aims to enhance student attendance and wellbeing further, improve staff support mechanisms, integrate technology to track attendance more effectively, expand wellbeing training for staff, and strengthen community ties within the school, all to foster a positive and inclusive culture that prioritises the wellbeing of everyone. Lakeside plans to work collegially with local and similar SSP settings to enhance the health care training of staff to improve student wellbeing.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Attendance Lakeside School will continue to achieve higher rates of attendance when compared to Statistically Similar School Groups (SSSG) for SSPs.</p> <p>The attendance rate for the school is increased from 86.8% in 2023 to 87% in 2024.</p>	<p>Lakeside School is on track to maintain higher attendance rates compared to Statistically Similar School Groups (SSSG) for SSPs, with an anticipated increase from 86.8% in 2023 to 87% in 2024.</p> <p>Challenges such as students moving to different regions awaiting enrolment in another SSP.</p> <p>Transportation barriers have affected several students' ability to attend but after successful transport approval (morning and afternoon), the student's attendance has improved significantly.</p> <p>Overall, the school is actively working to enhance attendance and is seeing positive trends that contribute to its goal of achieving higher rates compared to SSSG. Lakeside continues to sit fifth in the state for SSP settings and will likely see changing patterns of attendance in 2025 with 7 new enrolments and a new classroom.</p> <p>Lakeside School's target for 2025 is to increase attendance with more focus on concurrent feedback to parents and carers through social media, newsletters and emails.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$123,739.76</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning for Progress • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through STEM, Sensory and Sport programs to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Capacity building in explicit teaching, more observation and mentoring programs to further develop staff understanding of evidenced-based practices underpinning best practice teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: In 2025, Lakeside School will support a Stage 6 student to complete a certificate with NSW TAFE, a significant achievement for both student and the school. Furthermore, Lakeside will participate collegially with another SSP in curriculum and policy monitoring (CPM).</p>
<p>Aboriginal background</p> <p>\$17,525.41</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Attendance • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: The impact of this initiative has resulted in all stakeholders incorporated in the education of the student and all are informed and contribute to relevant discussion of student goals and needs.</p> <p>After evaluation, the next steps to support our students will be: Continued facilitation of this initiative.</p>
<p>English language proficiency</p> <p>\$2,631.29</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phases • sending a positive message to the community so that attendance rates across the school improve.

<p>English language proficiency</p> <p>\$2,631.29</p>	<p>The allocation of this funding has resulted in the following impact: Executive are able to best evaluate individual student attendance data and identify students and families requiring support.</p> <p>After evaluation, the next steps to support our students will be: Continued evaluation of student attendance data to identify individual students whose attendance rates are below 90%. The school will continue to celebrate those students achieving an attendance rate of 90% and above.</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Attendance <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 • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Executive are able to best evaluate individual student attendance data and identify students and families requiring support.</p> <p>After evaluation, the next steps to support our students will be: Continued evaluation of student attendance data to identifying individual students whose attendance rates are below 90%. The school will continue to celebrate those students achieving an attendance rate of 90% and above. Class teacher will engage STEM4L resources to enhance student engagement.</p>
<p>Professional learning</p> <p>\$14,730.02</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 procedures at Lakeside School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning for Progress • Staff Wellbeing • Student 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 • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • 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: Increased number of parents seeking support around post-school options for their child and gaining better understanding around the NDIS.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to be better prepared for transition to post-school options due to a better understanding for parents of what is currently available. One student engaging in TAFE will facilitate their engagement and learning for post-school opportunities.</p>
<p>QTSS release</p> <p>\$17,519.63</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lakeside School.</p>

<p>QTSS release</p> <p>\$17,519.63</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning for Progress <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Providing a stronger support structure for students and their families whilst transitioning into Lakeside.</p> <p>After evaluation, the next steps to support our students will be: Continue to build upon current structures of support for students and their families.</p>
<p>SSP supplementary funding</p> <p>\$247,325.68</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lakeside School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning for Progress • Student Wellbeing <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of staff to improve the communication between the school and external stakeholders • release time to engage staff in professional learning. / release time for staff to supervise excursions • employment of additional staff to support in the creation of high-quality teaching and learning programs • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Extra SLSOs were employed across the whole school and data reflects an improvement in behaviour and wellbeing. Parents/ carers have been provided with better understanding of the NDIS and extra support so their child can successfully exit Lakeside and pursue post-school options.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of extra SLSOs to support student engagement and wellbeing. Continue to have dialogue with parents about holding their Transition Plan review meetings at the school.</p>
<p>Small group tuition (SGT)</p> <p>\$8,165.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lakeside School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning for Progress <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Identifying individual or small groups of students to support or extend their growth in reading and numeracy. • Individual/small group withdrawal by specialist teacher. • Targeted explicit instruction informed by pre/post assessments using Alan suite of on-demand and Literacy and Numeracy Precursor assessments. <p>The allocation of this funding has resulted in the following impact: Gaining Literacy and Numeracy Precursor data for students in small group tuition program. Following this, analysis of data from pre-tests and post tests reflecting that students progressed in most areas of understanding text</p>

<p>Small group tuition (SGT)</p> <p>\$8,165.00</p>	<p>and counting processes.</p> <p>After evaluation, the next steps to support our students will be: In 2025, the small group tuition program will continue to target individual or small groups of students to support or extend their growth in reading and numeracy. The use of progress monitoring tools such as, the Inclusive Assessment program, will identify any shifts in student performance, to ensure support and or extension in reading and numeracy is fluid and flexible and meets the complex needs of our students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	34	34	35	38
Girls	13	12	12	14

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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 was 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)	3.2
Classroom Teacher(s)	5.91
Teacher Librarian	0.2
School Administration and Support Staff	10.52

*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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	229,086.14
Revenue	3,281,066.80
Appropriation	3,249,282.28
Sale of Goods and Services	336.35
Grants and contributions	21,795.40
Investment income	9,652.77
Expenses	-3,099,449.46
Employee related	-2,850,481.06
Operating expenses	-248,968.40
Surplus / deficit for the year	181,617.34
Closing Balance	410,703.48

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.

	2024 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	143,896
Equity - Aboriginal	17,525
Equity - Socio-economic	123,740
Equity - Language	2,631
Equity - Disability	0
Base Total	2,525,670
Base - Per Capita	16,088
Base - Location	647
Base - Other	2,508,935
Other Total	463,357
Grand Total	3,132,924

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

Parents were surveyed in Term 4, 2024, focusing on parent/ carer satisfaction of their child's education, learning opportunities, school facilities and communication.

When parents were asked how satisfied they were with the quality of education delivered at Lakeside, 88% claimed they were 'Very satisfied' and the remaining 12% claimed they were 'Satisfied'.

The second question presented, focused on learning opportunities provided at Lakeside. Parents were asked to select three areas and as a result, Life Skills programs (72%) were deemed as the most important, followed by Social Skills Development (68%) and Extracurricular (44%). The importance of both Individual Education Plans and Community Access Programs were acknowledged by 40% of the survey population. Focused Literacy and Numeracy was the least preferred option with only 16% of respondents identifying it as valuable to their child's education.

Over the past year, Lakeside has been undergoing several facilities upgrades and a new demountable installed at the commencement of 2024. When asked to rate the accessibility and quality of school facilities, 88% of respondents rated Lakeside as 'Excellent' and 12% rated our facilities as 'Good'.

The school communicates daily with parent/ carers through the school's Daily Communication Books and other forms of media when required. In assessing the school's effectiveness in communication, 72% of respondents rated this as 'Very effectively' and 28% rated as 'Effectively' communicating with them.

The last question provided participants with the opportunity to give direct feedback around what resources or support could be given further to enhance their child's experience at Lakeside. The feedback was overwhelmingly positive with comment like:

"You all do an excellent job",

"Comparing to his old school, Lakeside is over our expectation" and

"Lakeside do a great job supporting my child".

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.