

Lakelands Public School

Annual Report



2016

Lakelands
PUBLIC SCHOOL

4266

Introduction

The Annual Report for 2016 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 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.

Grant Schaefer

Principal

School contact details

Lakelands Public School

Lakelands Drive

Dapto, 2530

www.lakelands-p.schools.nsw.edu.au

lakelands-p.School@det.nsw.edu.au

4261 1540

Message from the Principal

It is with great pleasure that I present the 2016 Annual School Report. Lakelands Public School offers a well-rounded and all-inclusive education for our students – through nurturing and providing for their academic, social and emotional needs. Our school culture focuses on the values of Commitment, Courtesy, Cooperation, Consideration and Caring. These cater for the wide range of interests, abilities, and talents that our students possess and are underpinned by quality student welfare practices and exemplary teaching. Our school offers an extensive variety of educational programs preparing students for high-level achievement in state and regional competitions focusing on Mathematics, English, Technology and Public Speaking. Lakelands regularly excels in sporting activities with a number of students representing at zone, regional and state levels. I would like to take this opportunity to thank our outstanding staff for their hard work and dedication to our students. I would also like to acknowledge the significant support for the school is provided by a committed, enthusiastic and motivated P & C.

School background

School vision statement

Our vision is that children leave school with: A set of values – cooperation, caring, courtesy, consideration, commitment. An enquiring, discriminating mind and a desire for knowledge. Strong self-esteem and high personal expectations. Tolerance and respect for others. We value the partnership, which exists between school, parents and community and the part it plays in realising this vision.

School context

Lakelands Public School has an enrolment of 309 students and is a proud member of the Dapto Learning Community. Lakelands Public School is a community school with caring staff committed to providing enriched teaching and learning opportunities which cater for the individual learning needs and interests of all the students. The local community and parent body value their school and their pride is reflected in the wonderful support in fundraising, Parents and Citizens' Association and classroom involvement.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

A comprehensive process was undertaken to review current school programs and practices. Evaluations of all school programs took place with staff, students and the community surveyed and random interviews conducted by the student members. Suggested areas for change or modification of existing programs then became the basis for a team of staff to formulate our 2015–17 plan. This evidence collected was utilised by a school evaluation team for their input to form three key strategic directions as a basis for a shared commitment to future developments across the schools. The formulation of this plan began with a collegial group of 6 schools and DEC specialist staff in the Dapto area joining together to provide expert advice on the creation of school plans. The school evaluation team then expanded on the ideas from this day to create the full plan which was presented back to the school community. The three priorities that were identified for this plan were: • Teaching and Learning • Teachers as Leaders • Community Partnerships. The Lakelands Plan 2015–2017 flows from the strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years, in partnership with parents and community. Each strategic direction provides details of the purpose(why), people and processes (how), and products and practices (what) that are to be realised through the implementation of the plan. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Teaching and Learning

Purpose

To support all students to become confident and competent readers, writers, thinkers and problem solvers in the 21st century. Through professional learning opportunities, teachers will enhance their knowledge and skills in delivering high-quality teaching and learning programs.

Overall summary of progress

During 2016, we continued to support staff professional learning to develop and sustain high quality teaching and learning. With this support staff were able to improve upon teaching practice and successfully achieve their individual, stage and school goals as outlined in their Performance Development Plan. We ensured school training and development was streamlined so as to meet the specific learning needs of staff and utilised staff expertise to facilitate this training and development. Staff also had opportunities to access outside professional development to further enhance their professional practice. Throughout 2016, we worked towards developing a school culture that encourages leadership development and streamlining systems, programs and practices to ensure capacity is built within the framework of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
33% students at Lakelands Public School will be proficient in Literacy as indicated in NAPLAN, PLAN and school data. 33% students at Lakelands Public School will be proficient in Numeracy as indicated in NAPLAN, PLAN and school data. Tell Them From Me data – teachers satisfaction level regarding professional learning and growth; student engagement; increased parent awareness.		

Next Steps

Lakelands Public School uses ongoing self-assessment, reflection processes and progress for Strategic Direction 3 of the school plan. We rely on a comprehensive range of evidence to demonstrate school achievements. Our school analysis has identified three areas for future focus in 2017, we will continue to build upon:– The Performance Development Framework by ensuring clear links with the National Teaching Standards, school's strategic directions and professional development of staff so that educational outcomes are enhanced and embedded in quality teaching practices.– Supporting and sustaining high quality teaching practices through focused teacher professional learning utilising both school and outside expertise. This will ensure that our staff have the most current information required to produce students who are literate, numerate, creative and confident learners.– Creating systems and structures that allow for capacity building within teams and preparing the school for succession planning. We will continue to support staff in acquiring additional leadership roles by providing opportunities for mentoring and growth coaching.

Strategic Direction 2

Teachers As Leaders

Purpose

Provide targeted professional learning and leadership opportunities, aligned to the Australian Professional Teaching Standards and the Performance Development Framework, to meet the varying needs of a diverse staff. Develop a collaborative culture in which sharing and recognising the expertise of all teachers is valued and incorporated into daily practice. Performance development practices will strongly feature teachers mentoring, coaching and supporting one another.

Overall summary of progress

Lakelands Public School staff participated in intensive training and development of the Targeting Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) programs. As a result, we have shown an increase in the number of students performing at or above cluster markers on the numeracy continuum. Professional learning at whole staff and grade meetings have allowed for the development of differentiated teaching and learning programs which target specific learning needs. This has been evidenced through class programs monitored by supervisors. All staff at Lakelands Public School had opportunities to develop their understandings of 21st Century Learning. Some of our staff members provided student work samples to their colleagues which reflected their use of 21st Century pedagogy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% staff have made significant progress in their professional goals and have evaluated the effectiveness of mentoring sessions.		
100% of aspiring leaders identify as being well supported in leadership opportunities.		

Next Steps

Lakelands Public School uses ongoing self-assessment, reflection processes, and progress for Strategic Direction 2 of the school plan. We rely on a comprehensive range of evidence to demonstrate school achievements. Our school analysis has identified three areas for future focus in 2017, we will continue to build upon – Differentiation of the curriculum (in numeracy and literacy) and effectively utilising data to further inform the teaching and learning cycle.– Embedding 21st Century learning into the teaching and learning cycle of all classrooms, as well as providing opportunities for staff to share their experiences of 21st Century learning within their classrooms. In 2017, we will add to our school plan as a result of reflection and self-assessment of Strategic Direction 2. The adjustment will include the effective implementation of new curriculum documents. The key focus to be undertaken in 2017 as part of our three-year plan will include the implementation of Science, History and Geography curriculums.

Strategic Direction 3

Community Partnerships

Purpose

Promoting a collective responsibility for positive community partnerships, ensuring an active, informed school community. Provide opportunities for authentic two-way communication and consultative decision making. Enhancing school effectiveness through links with networks beyond the school such as Dapto Learning Community.

Overall summary of progress

Lakelands Public School encourages teachers to be focused towards continually improving and developing partnerships with local schools. This year we have been committed to providing quality teaching and learning opportunities for staff and students to create a culture where we learn and develop from one another. Our school is proud of the successful genuine partnerships we have established in 2016 and will continue to develop and expand on these further in 2017. We have continued to streamline and improve our school communication systems to ensure information is reliable, timely and accurately disseminated to all stakeholders within the community. We have been committed to improving whole school communication systems and supported staff with professional learning opportunities to implement individual class-based communication systems. Our Aboriginal and Torres Strait Islander Committee (ATSI) have worked alongside staff, students and parents to promote the indigenous culture within the school community. We have implemented a number of projects and initiatives to educate our wider school community through the formulation of authentic partnerships with our Aboriginal families and communities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% increase in parent attendance at Curriculum workshops.		
50% increase in parent engagement in electronic communication.		
100% increase of parent involvement in school surveys.		

Next Steps

Lakelands Public School uses ongoing self-assessment, reflection processes, and progress for Strategic Direction 1 of the school plan. We rely on a comprehensive range of evidence to demonstrate school achievements. Our school analysis has identified three areas for future focus: In 2017, we will continue to build upon – School-wide communication systems to ensure information is effectively utilised and circulated in order to sustain genuine relationships with our local community.– Increasing the number of staff and students engaged in genuine connections with local people and organisations.– Promoting Indigenous culture and sustaining authentic partnerships within the wider school community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students have a personal learning plan (PLP) and are developed in consultation with staff, parents and students. Additional funding was utilised to support at risk students. As a result, children are making progress across the literacy and numeracy continuums. 100% of the school community was involved in experiences to promote Indigenous culture through community and whole school events. Authentic partnerships have been developed with AECG. Funding was utilised to support the learning needs of students identified at risk in numeracy and literacy. IEP's were developed to support student learning and an approved SLSO by the AECG was utilised to implement the programs.	\$13000
Low level adjustment for disability	All students requiring adjustments and learning support are catered for within class supports and other whole school initiatives. 150 students were referred for learning and support. Learning and engagement was assisted through additional LaST, SLSO support and school Chaplaincy program. Approximately 20% were referred for further support which included School Counselor and outside agencies.	\$21000
Quality Teaching, Successful Students (QTSS)	All staff were provided with opportunities to participate in quality teaching experiences to support the Performance Development Framework and achievement of school strategic directions. Members of the leadership team completed training in coaching and mentoring to support staff with the Professional Development Framework.	0.11 FTE
Socio-economic background	Focus on Reading professional learning undertaken by all staff in 2016 has seen an improvement in grammar growth between Years 3 and 5 in 2016 NAPLAN results. L3 and TEN Professional learning undertaken in 2016 has seen students entering Year 3 with greater skills in number and comprehension. It is hoped that with a stronger than previous starting point Year 3 to 5 growth in these areas of NAPLAN will reach State norms.	\$131000
Support for beginning teachers	Mentoring program has seen beginning teacher excel in progression of classroom planning and program implementation.	\$8000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	143	156	143	148
Girls	147	156	156	170

The school remains to fluctuate between 12 and 13 permanent classes. Grade groups averaging slightly over one and a half classes per grade. There has been a steady increase in student mobility over the past three years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	94.1	96.3	95.9
1	90.6	94.8	94.4	94.8
2	92.8	92.6	93.9	93.8
3	93.3	93.1	93.3	94.9
4	94.2	93.2	92.3	93
5	94.2	94.8	93.3	92.9
6	93.2	93.9	94.7	93
All Years	93.3	93.8	94	94.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

In 2016 we have been working hard to improve student attendance and unjustified absences where an unsatisfactory explanation or no reasons were given for students being absent. A number of strategies have been used to encourage students to come to school every day and to improve student attendance. These include: regular inserts in the school newsletter informing the school community of the importance of

regular attendance in school.–frequent phone calls home from staff when students are not at school. These strategies have been used to monitor student attendance and increase the number of explained absences. These include:• The Principal regularly liaising with the Home School Liaison Officer (HSLO)• Sending home weekly reminders requesting a written explanation for all whole day absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	0.11

*Full Time Equivalent

No staff at Lakelands Public School identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	45

Professional learning and teacher accreditation

The staff at Lakelands actively engages in professional opportunities throughout the year. Teachers are supported in their professional development through the planned allocation of professional learning funds which enable them to participate in staff development programs aligned with the school plan. During 2016, our priorities saw a focus on 1. Non–Crisis Intervention 2. Writing in the Middle Years 3. Literacy Continuum for ILNPP 4. Curriculum Leader training 5. Implementing Numeracy Continuum 6. Motor Co–ordination Difficulties 7. Teaching Patterns and Algebra 8. Best

Start Towards Early Numeracy 9. Count Me In Too online 10. AP Network Meetings 11. AustSwim 12. Autism Online 13. Reading Recovery – Ongoing Professional Learning 14. Anaphylaxis – all staff 15. Disability standards for Education – all Staff 16. Dapto Learning community Staff Development Day – Science – all staff 17. Programming for Quality Teaching and Assessing– all staff 18. Teaching for the new Curriculum – all staff 19. Learning and the New Curriculum – all staff 20. Your School and the History Syllabus – all staff 21. K–10 English – all staff ISER Curriculum Leader Training for Syllabus Programming 22. Taking Off With Numeracy – TOWN 23. Leading at the Speed of Trust 24. KidsMatter Component 2 and 3.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	68 929.84
Global funds	226 107.23
Tied funds	246 993.00
School & community sources	74 052.91
Interest	1 870.93
Trust receipts	4 731.00
Canteen	0.00
Total income	622 684.91
Expenditure	
Teaching & learning	
Key learning areas	18 085.90
Excursions	38 414.63
Extracurricular dissections	38 388.26
Library	2 611.31
Training & development	28 553.22
Tied funds	202 880.67
Short term relief	47 551.96
Administration & office	60 469.63
School-operated canteen	0.00
Utilities	33 039.83
Maintenance	9 279.27
Trust accounts	6 380.00
Capital programs	0.00
Total expenditure	485 654.68
Balance carried forward	137 030.23

The information provided in the financial summary includes reporting from 1 January 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	162 582.33
(2a) Appropriation	137 890.23
(2b) Sale of Goods and Services	1 284.33
(2c) Grants and Contributions	23 344.88
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	62.89
Expenses	-143 566.50
Recurrent Expenses	-143 566.50
(3a) Employee Related	-100 471.42
(3b) Operating Expenses	-43 095.08
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	19 015.83
Balance Carried Forward	19 015.83

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 131 327.92
Base Per Capita	16 063.59
Base Location	0.00
Other Base	2 115 264.33
Equity Total	278 150.60
Equity Aboriginal	13 033.36
Equity Socio economic	131 484.35
Equity Language	0.00
Equity Disability	133 632.88
Targeted Total	17 130.00
Other Total	47 351.87
Grand Total	2 473 960.39

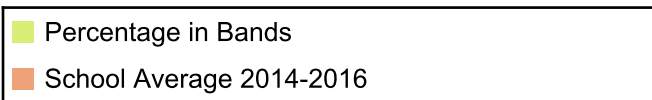
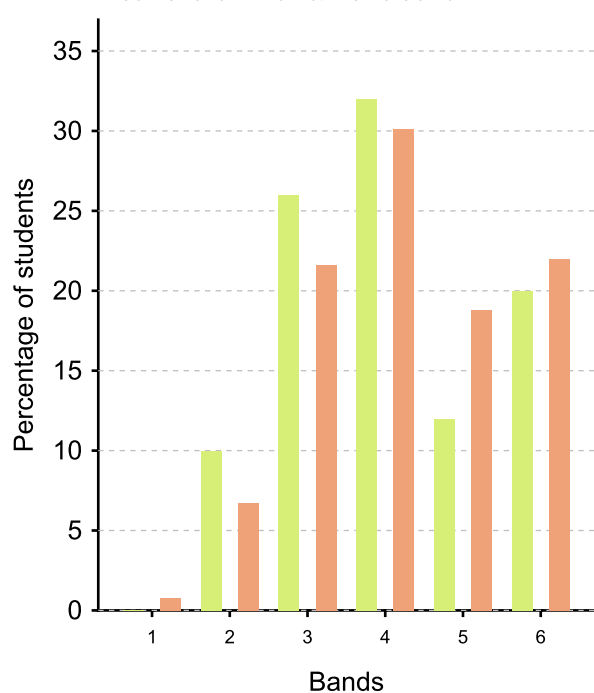
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

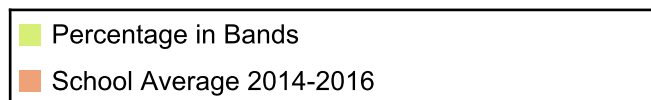
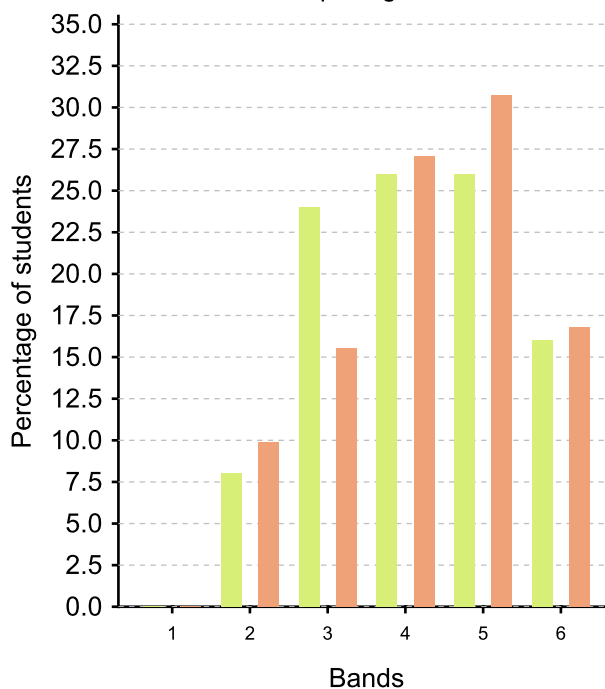
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

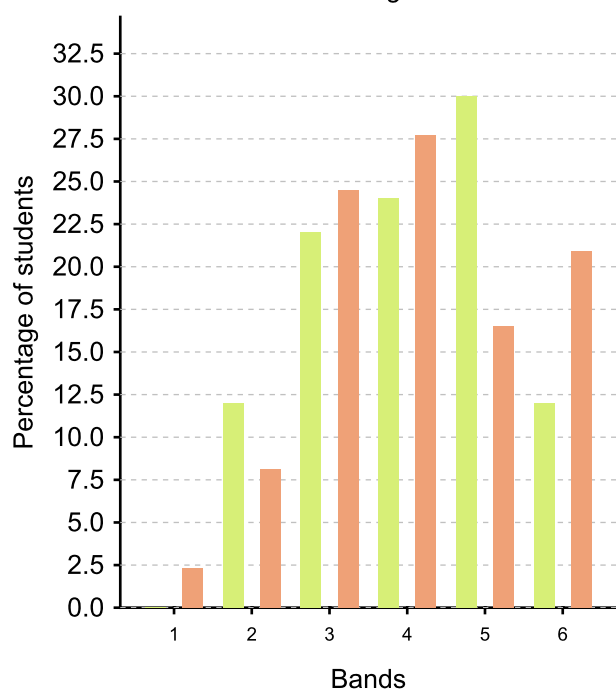
Percentage in bands:
Year 3 Grammar & Punctuation



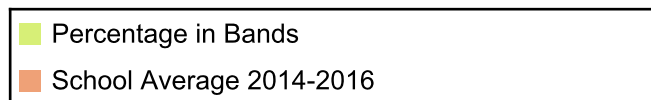
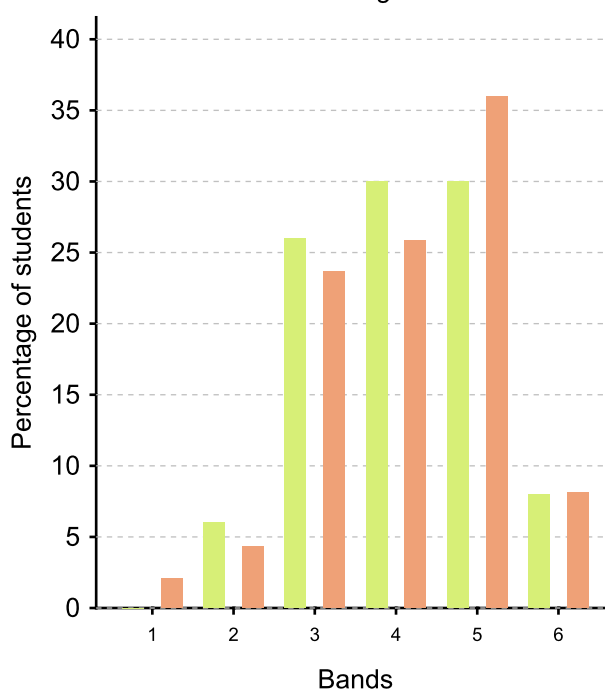
Percentage in bands:
Year 3 Spelling



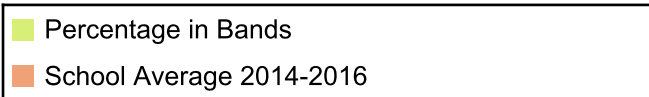
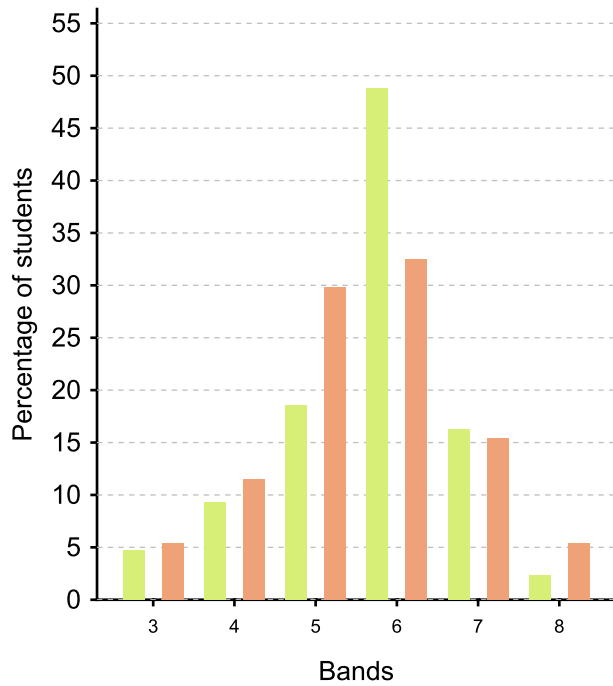
Percentage in bands:
Year 3 Reading



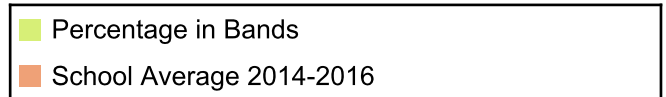
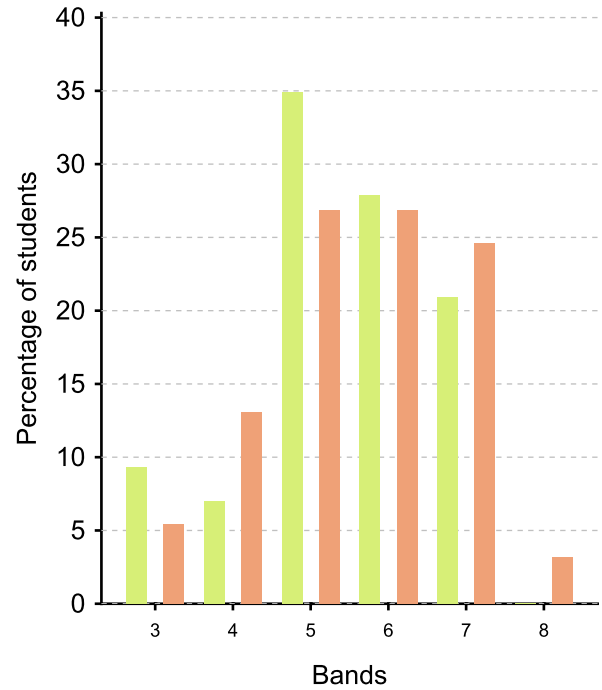
Percentage in bands:
Year 3 Writing



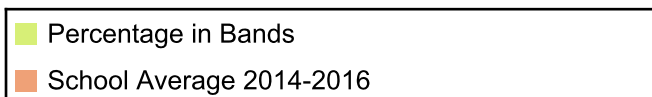
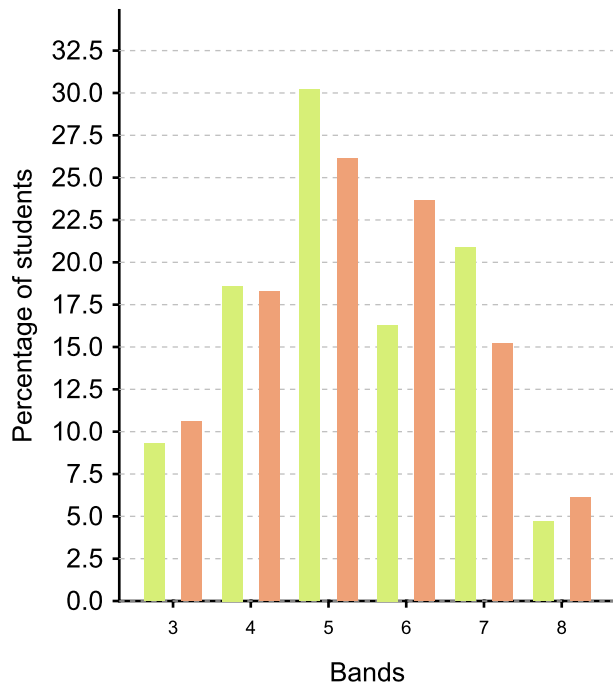
Percentage in bands:
Year 5 Grammar & Punctuation



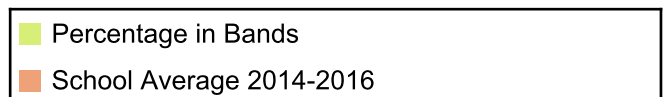
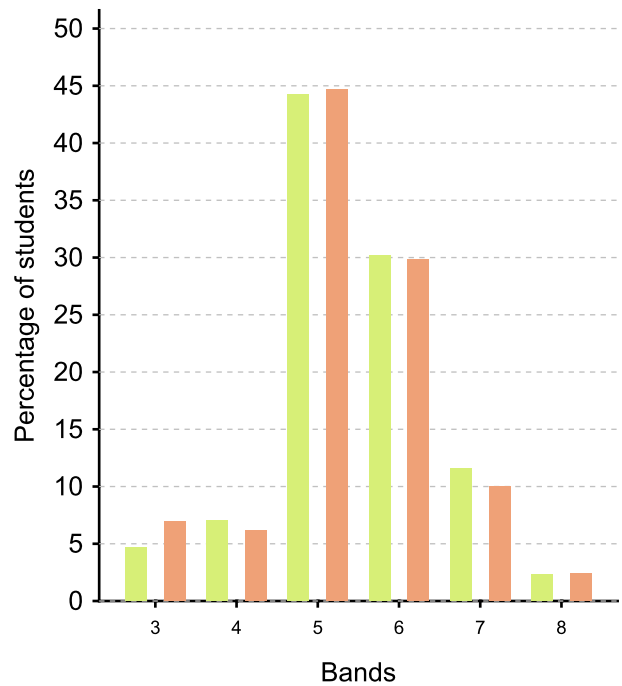
Percentage in bands:
Year 5 Spelling



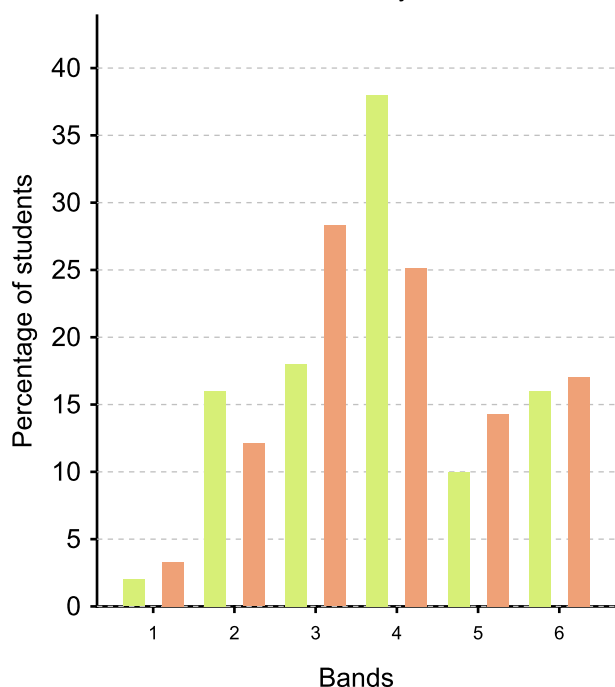
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

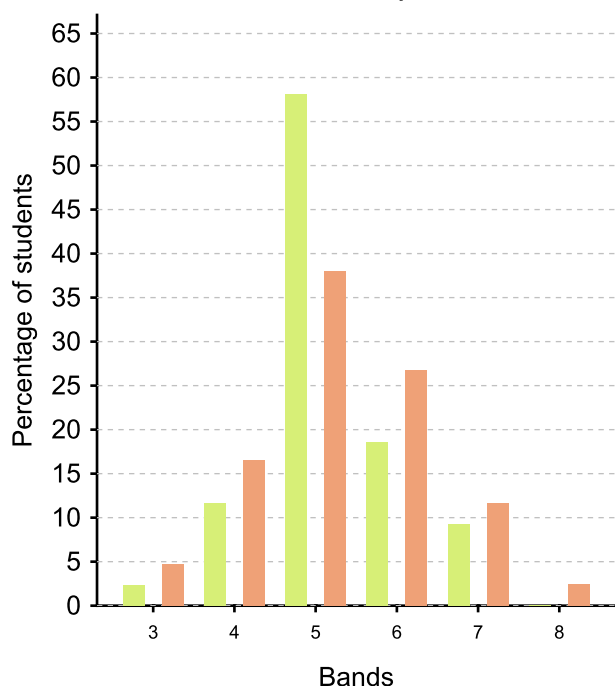


Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school using theKids

Matter and Tell Them From Me Survey Tools. Of 213 families encouraged to complete the survey, 80 responses were received. Their responses are presented below. Strengths The school supports the learning needs of students and it is understood that there is a strong link between supporting students' social and emotional needs and the academic outcomes of students. Early intervention from all parties is vital to the social, emotional and academic growth of students. Relationships between school and home are important in the whole school career of students. Future Directions Our school will promote opportunities for parents and carers to connect with each other. Our school will provide more information to parents and carers about students' social and emotional learning. The school will continue with the implementation of KidsMatter components 2, 3 and 4.

Policy requirements

Aboriginal education

2016 was an exciting year for Aboriginal Education at Lakelands Public School. Our Aboriginal students continue to have learning opportunities which support and highlight their cultural heritage and background. To recognise and celebrate NAIDOCweek all students of Lakelands Public School were able to watch and participate in a performance. During this performance, all students learnt about traditional bush medicines and the uniqueness of the Aboriginal culture. This exciting activity was funded by our school, which enabled every child to participate. We are proud of the way our Aboriginal students commence every assembly and public meeting with the Acknowledgement of Country. We have had all our year 6 Aboriginal boys and girls taking part in the Rock and Water Program. Personalised Learning Plans have been implemented, completed and reviewed with the assistance of the students' family, classroom teacher and support staff during 2015. As a school, we are also regularly represented at local AECG meetings. 2017 promises to be an exciting year for Aboriginal Education at Lakelands Public School, where we will be aiming to engage, promote and celebrate the successes of our Indigenous students. Resource Allocation Model Funding Funds received from Resource Allocation Funding were used to support the above-mentioned activities and also Support Teacher Student Learning teacher time to improve the social, emotional and academic outcomes for all Aboriginal students.

Multicultural and anti-racism education

In 2016 Lakelands continued to promote the core values of respect, responsibility and tolerance of all cultures. We encourage inclusivity and a racist free environment. We have done this via our History and Geography learning programs which look at different cultures and religions. We have an Anti-Racism Officer appointed with the role of investigating any racist incidents in the school and maintaining the anti-racism register. In 2016 we had no recorded incidents.