

Lakelands Public School

Annual Report



2017

Lakelands
PUBLIC SCHOOL

4266

Introduction

The Annual Report for 2017 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.

Mr 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

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Message from the Principal

It is with great pleasure that I present the 2017 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 316 students and is a proud member of the Dapto Learning Community. Lakelands Public School is a community school with a caring staff committed to providing enriched teaching and learning opportunities which cater to 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 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 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated: that in the School Excellence Framework domain of Learning: In the School Excellence Framework domain of Learning, Lakelands Public School has made an on-balance judgement across all elements that we are DELIVERING.

LEARNING CULTURE – The school has a strong learning culture and is aiming to build on this through the explicit teaching of skills and content for all students. IEP's individual learning support teams cater to the learning needs of students identified through Learning Support Team meetings. Lakelands Public School regularly monitors student attendance and has systems in place to address issues that arise.

WELLBEING – Student wellbeing is at the heart of KidsMatter framework and helps develop positive behaviours, attitudes and expectations. The school regularly engages in cultural activities to increase understanding of cultural identity and diversity.

CURRICULUM AND LEARNING– Our Stage Teams combined with Professional Learning meetings are at the heart of improving student learning outcomes, teacher quality and collaborative practice. Our judgement of Delivering is based on our aim to implement greater systems across all areas of the curriculum. The school has established good transition programs for our enrolling Kindergarten students and we are improving our connection with the High School through combined curriculum learning, taster days and extra transition opportunities for at risk students to provide our Year 6 students with a more effective transition to Year 7.

ASSESSMENT AND REPORTING – The school has good systems in place to communicate student progress with families including our semester reports and Parent/Teacher interviews. We have developed checklist reports to provide more differentiated reporting processes to parents/carers. PLAN data is used well to track, monitor and report on student learning, however, the self-assessment process has outlined our need to improve our use of internal and external data to improve teaching and learning across all stages.

STUDENT PERFORMANCE MEASURES – The school has achieved good value-added results in some areas, especially growth in Year 7 but mixed data in students achieving at or above national minimum standard.

In the School Excellence Framework domain of Teaching, Lakelands Public School has made an on-balance judgement across all elements that we are DELIVERING.

EFFECTIVE CLASSROOM PRACTICE – Teachers share and review programming collaboratively on a regular basis

through Stage and team meetings. Our Stage Teams ensure that Scope and Sequences are in line with syllabus documents.

DATA SKILLS AND USE – While systems are in place to analyse student performance data, we need to work on consistency of teacher judgements and a more consistent approach across the school. Staff are working collaboratively to analyse L3 and TEN data as well as using the Literacy and Numeracy continuums. All students are tracked and monitored regularly using PLAN.

COLLABORATIVE PRACTICE – We have a strong focus on improving teaching and learning programs with clear links between syllabus > scope and sequencing > programming > assessment > reporting. Staff collaborate for professional learning and work together to improve our practice collectively. We are moving towards Sustaining and Growing in this area.

LEARNING AND DEVELOPMENT – All teaching staff have participated in professional learning related to school priorities, combined with their own professional needs. The school has processes in place for teachers' performance and development. We are continuing to build processes to support beginning teachers and future leaders.

PROFESSIONAL STANDARDS – All staff have been introduced to the APST and provided a copy of the document. Some staff have included standards as part of their PDP professional goals as a focus of development. Following classroom observations, staff participate in self-reflection discussions and how the standards were evident in lesson delivery.

In the School Excellence Framework domain of Leading, Lakelands Public School has made an on-balance judgement across all elements that we are DELIVERING.

LEADERSHIP – The parents and the wider community are regularly engaged in school activities through excursions, school events, P&C and curriculum delivery. Feedback suggests that parents positively support the school in all that we are doing to provide educational opportunities for our students. Lakelands has strong partnerships with other schools in the local area and works with these along with other organisations to provide students with a range of learning and well-being opportunities.

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING – School planning processes have greatly improved in the second year of the planning cycle. Staff are working more collaboratively in the development and tracking of milestones and are beginning to take greater ownership of the progression towards achieving annual milestones. The next step is to build stronger involvement from parents and the wider school community in this area.

SCHOOL RESOURCES – Lakelands Public School is well resourced, catering for the individual needs of students and supporting the wider school community. School resources are used primarily to support the learning of students and staff.

MANAGEMENT PRACTICES AND PROCESSES – School priorities and practices are regularly communicated among teaching staff, administrative staff and the school community. The school administration team work collaboratively with teaching staff to support student learning and in communicating with the wider school community through newsletters, conversations, notifications and personalised letters. We are continuing to build opportunities for students and the community in their provision of feedback on school practices.

Our self-assessment and the external validation 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/sef-evidence-guide>

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

Capacity Building: an ES1 teacher has taken on mentor role of new ES1 teacher and supervision of LaST. SLSO now working on a 5-week timetable with students identified through LST in consultation with classroom teachers and current PLAN data. Stage based data meetings to analyse student progress and set learning goals for next Teaching and learning cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$40,000 to fund a learning and engagement teacher to work with all staff on using data from Literacy and Numeracy continuum to inform teaching. \$10,000 to implement Bump It Up strategies	Data: Best Start results have shown there will be significant needs in Kindergarten this year. This has been a constant over the past two years. LaST employed two days per week for Terms 2 3 and 4. Working with fluid groups in areas identified by ES1 teachers across Numeracy and Literacy. Whole school data meetings introduced from Term 2. PLAN data now updated every 5 weeks. Data utilised to inform teaching and plan for intervention when and where necessary. Stage based data meetings to analyse student progress and set learning goals for next Teaching and learning cycle.

Next Steps

Ensuring through workshops, communication and information that parents have a detailed understanding of what their children are learning and the school community is engaged in reflecting on student performance data. Whole school Professional Learning aligned to the school plan with a commitment to regular, timetabled Professional Learning Meetings focused on curriculum delivery and differentiation, student assessment and moderation. Data analysis to support teaching and learning Establishment of a school wide PDP Register and PDP goals that reflect a commitment to develop very high levels of expertise and contemporary content knowledge and teaching practice.

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

Leadership: Mathematics Building Blocks for Numeracy to be completed Semester 2, 2017. Teachers being trained end of 2016 and Semester 1, 2017. Data: PLAN, NAPLAN, PAT Tests Action/impact: PDP goals of all staff will reflect at least one Bump It Up goal. Lesson observations have been undertaken in areas of either Reading or Numeracy as identified by the teacher and their supervisor. Feedback has occurred for most these observations. LST will have RAM Equity Funds to employ Learning Support Teachers across the school 3 days per week. Capacity Building: Stage leaders outside of AP's have been identified.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% staff have made significant progress in their professional goals and have evaluated the effectiveness of mentoring sessions.	\$16000 to release staff to enable observation and feedback sessions.	Action/impact: PDP goals of all staff reflected at least one Bump It Up goal. Lesson observations have been undertaken in areas of either Reading or Numeracy as identified by the teacher and their supervisor. Feedback has occurred for these observations.
100% of aspiring leaders identify as being well supported in leadership opportunities.	\$4000 growth coaching and other professional learning opportunities.	Capacity Building: ES1 teacher has taken on mentor role of new ES1 teacher and supervision of LaST. SLSO now working on a 5-week timetable with students identified through LST in consultation with classroom teachers and current PLAN data. Four school application for funding to support High Expectations for all Learners initiatives.

Next Steps

Capacity building to continue in conjunction with roles and responsibilities to promote leadership development. Improving the analysis of a range of data to review annual performance. Continue to provide and further explore opportunities to receive greater feedback on school practices and processes from students and the community. Ensuring through workshops, communication and information that parents have a detailed understanding of what their children are learning and the school community are engaged in reflecting on student performance data. Build productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% increase in parent attendance at Curriculum workshops.	\$2000 to release staff for preparation of curriculum workshops	Some workshops well attended, others not so.
50% increase in parent engagement in electronic communication.		Steady increase in number of views on school facebook page. Newsletter read more from facebook page than school app.
100% increase of parent involvement in school surveys.		Tell them from Me surveys completed by more parent members, not the 100% increase listed in the improvement measure.

Next Steps

Provide opportunities for our students to contribute to the wellbeing of others and the wider community. Build productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. Analysing the link between KidsMatter and the 5C's to identify any overlap and if they can work together as the centre of Lakelands welfare procedures. Gathering feedback from all stakeholders on a more regular basis to support changes to welfare procedures

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$30000	All students have a personal learning pathways (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.
Low level adjustment for disability	\$39000	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
Quality Teaching, Successful Students (QTSS)	0.503 FTE	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 including aspiring leaders completed training in coaching and mentoring to support staff with the Professional Development Framework.
Socio-economic background	\$267000	Maths Building Blocks professional learning undertaken by all staff in 2017 has seen an improvement in numeracy growth between Years 3 and 5 in 2017 NAPLAN results. L3 and TEN Professional learning undertaken in 2017 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 average or above.
Support for beginning teachers	\$8000	Mentoring program has seen beginning teacher excel in progression of classroom planning and program implementation. Beginning teacher policy developed and implemented.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	156	143	148	150
Girls	156	156	170	157

The school continues 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	2014	2015	2016	2017
K	94.1	96.3	95.9	96.1
1	94.8	94.4	94.8	96.1
2	92.6	93.9	93.8	94.9
3	93.1	93.3	94.9	95.7
4	93.2	92.3	93	94.4
5	94.8	93.3	92.9	93.3
6	93.9	94.7	93	90
All Years	93.8	94	94.1	94.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

In 2017 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 of all whole day absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.28
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

*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	10

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 2017, our priorities saw a focus on the Literacy and Numeracy Continuum along with KidsMatter.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	19,016
Revenue	2,901,900
Appropriation	2,807,601
Sale of Goods and Services	2,568
Grants and Contributions	91,416
Gain and Loss	0
Other Revenue	0
Investment Income	315
Expenses	-2,679,756
Recurrent Expenses	-2,679,756
Employee Related	-2,466,788
Operating Expenses	-212,968
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	222,144
Balance Carried Forward	241,160

The school finance committee meets each term to ensure the accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focussing on the HR budget tool and the Electronic Financial Planning Tool.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,173,882
Base Per Capita	48,599
Base Location	0
Other Base	2,125,284
Equity Total	441,480
Equity Aboriginal	30,003
Equity Socio economic	267,736
Equity Language	4,238
Equity Disability	139,503
Targeted Total	0
Other Total	74,756
Grand Total	2,690,118

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.

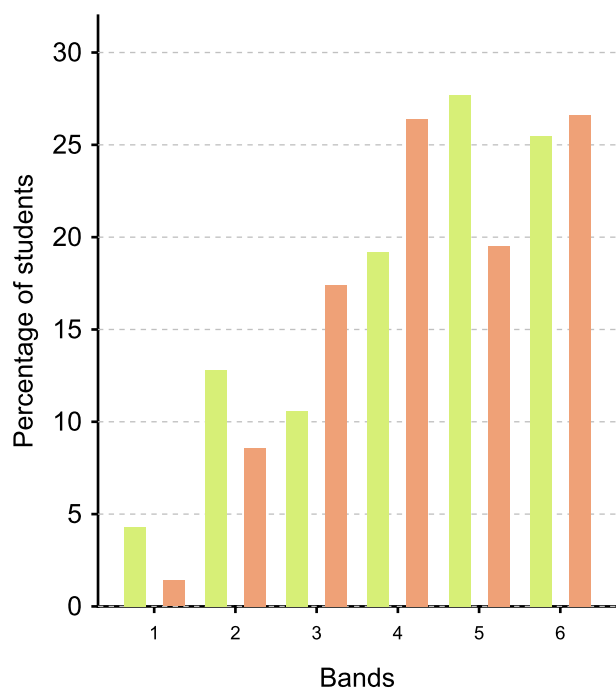
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

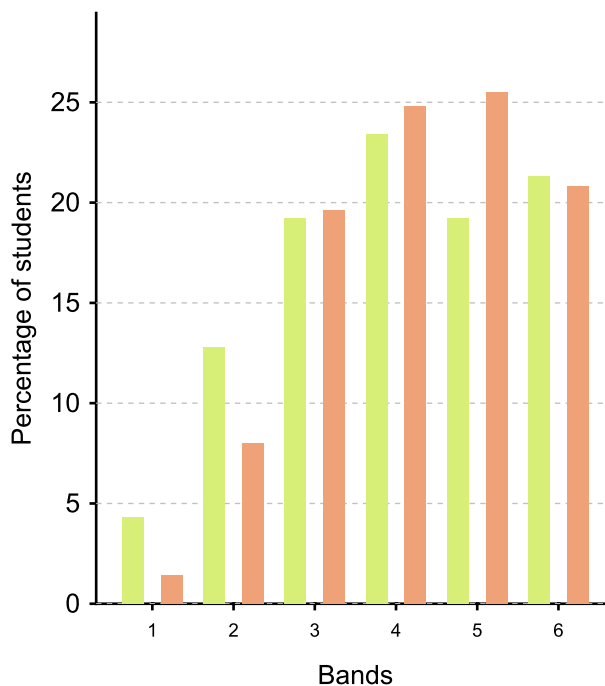
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



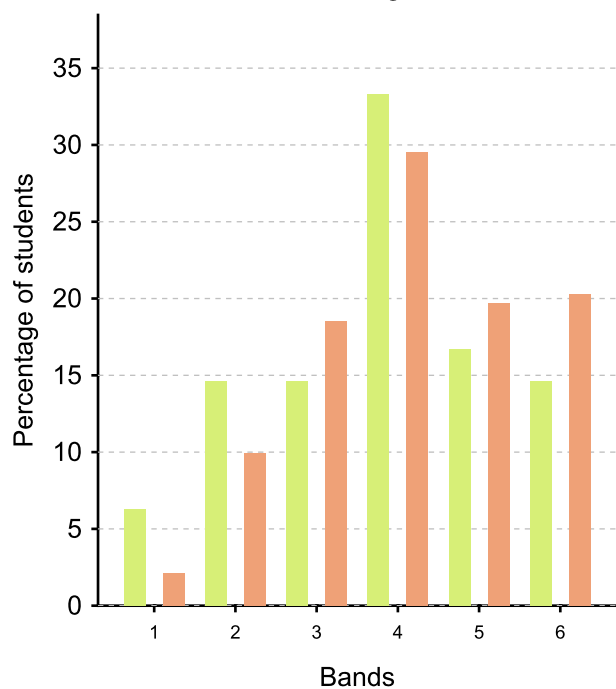
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



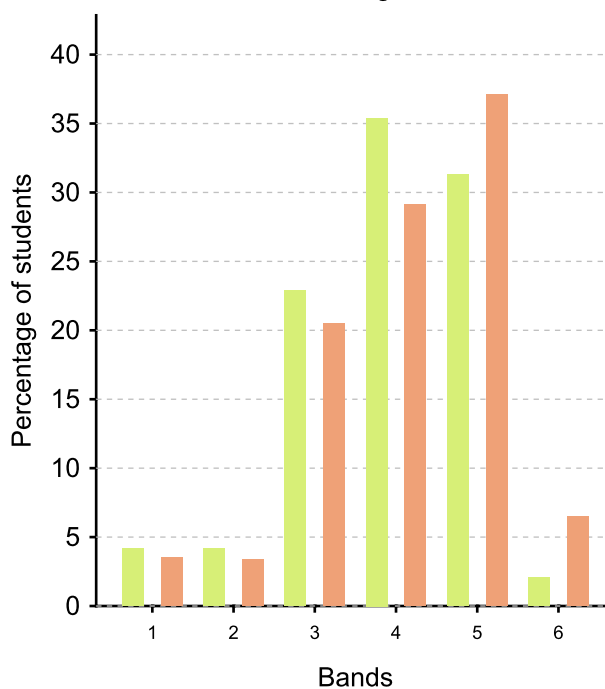
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



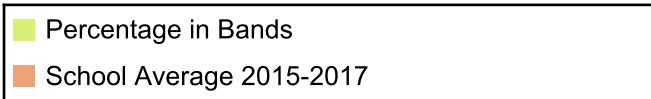
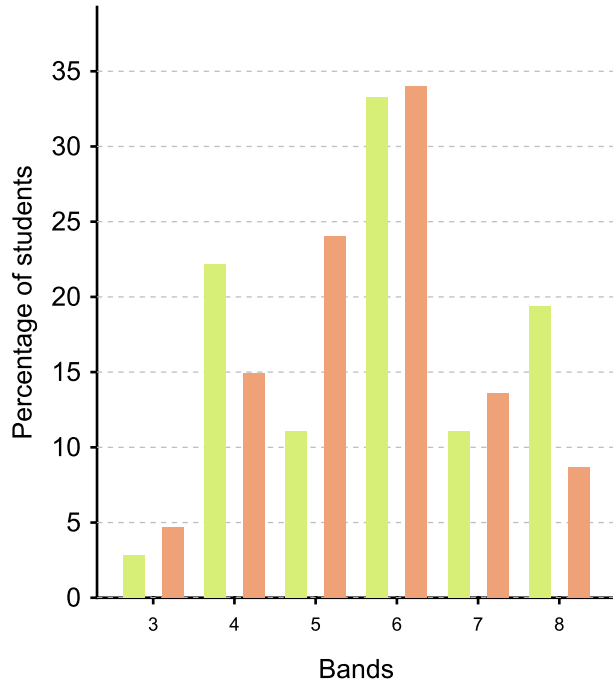
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

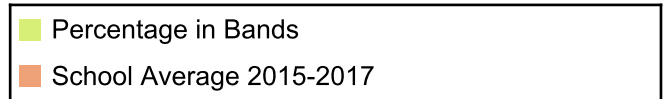
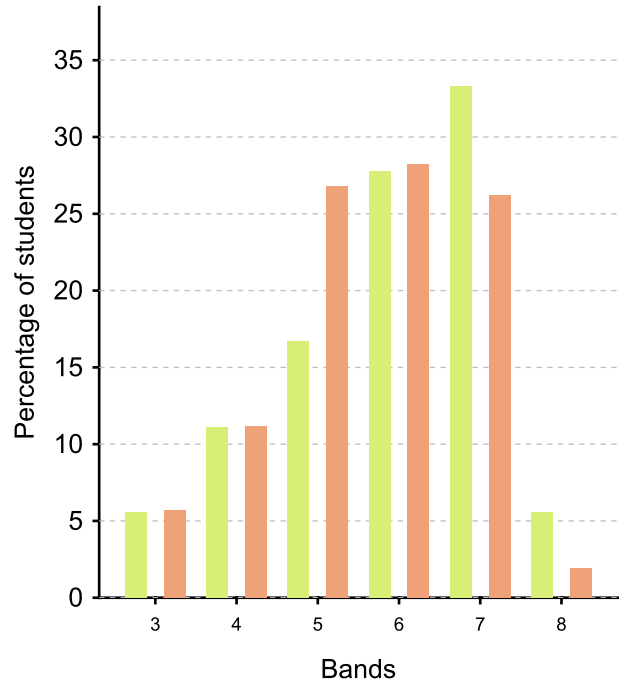


Percentage in Bands
School Average 2015-2017

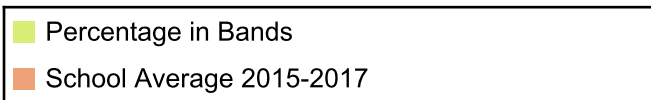
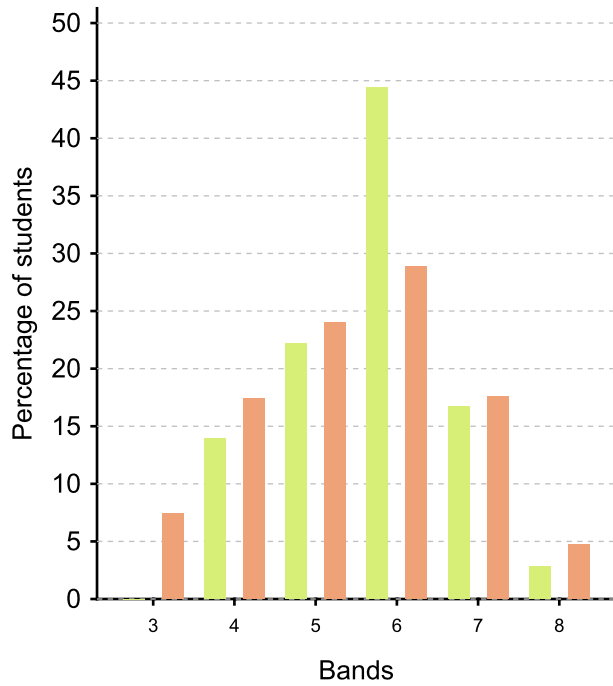
Percentage in bands:
Year 5 Grammar & Punctuation



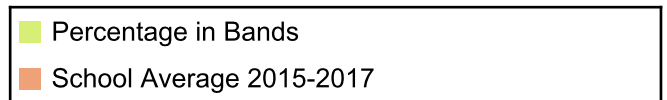
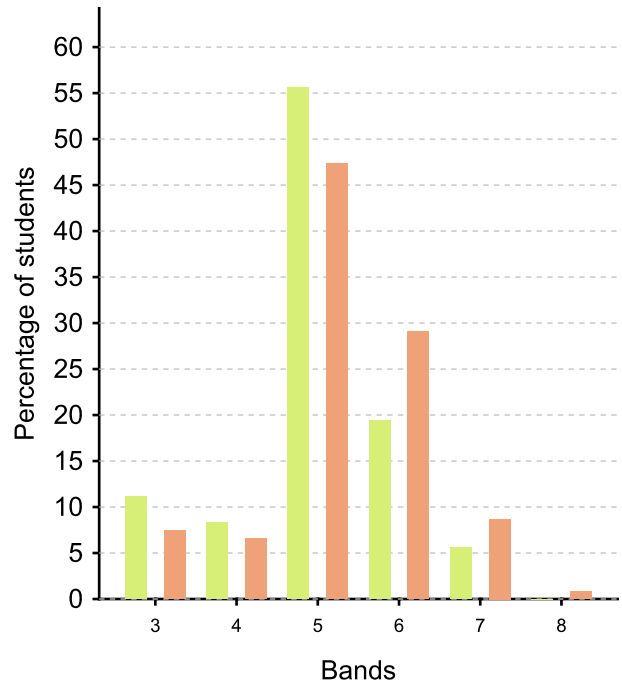
Percentage in bands:
Year 5 Spelling



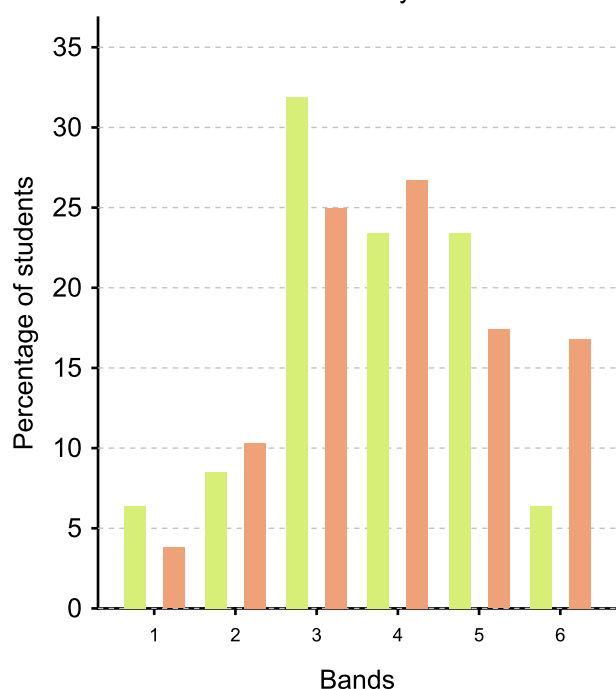
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

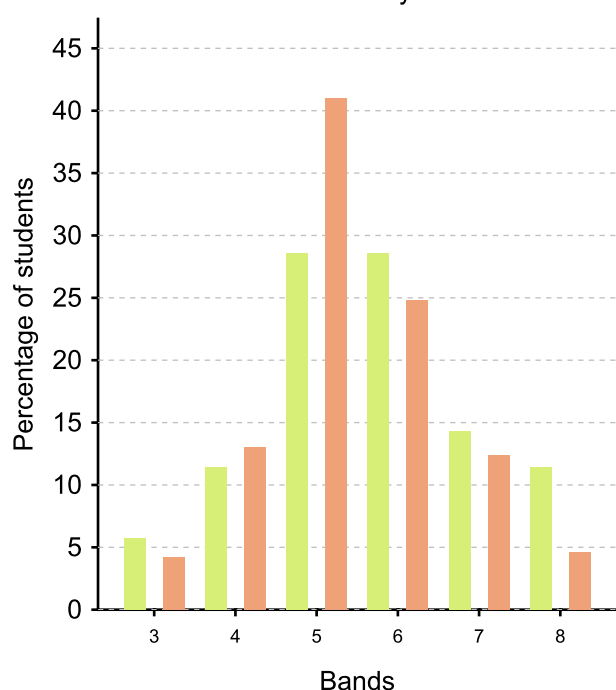


Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school using the

KidsMatter 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 their implementation of KidsMatter components 2, 3 and 4.

Gathering feedback from all stakeholders on a more regular basis to support changes to welfare procedures.

Build productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

Policy requirements

Aboriginal education

2017 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 NAIDOC week 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 Pathways have been implemented, completed and reviewed with the assistance of the students' family, classroom teacher and support staff during 2017. As a school, we are also regularly represented at local AECG meetings. 2018 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 2017 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 2017 we had no recorded