

# Lakelands Public School

## Annual Report



2018

Lakelands  
PUBLIC SCHOOL

4266

## Introduction

The Annual Report for **2018** 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

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## Message from the Principal

It is with great pleasure that I present the 2018 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 and 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 successful 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 successful 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. 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.

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 progressions. 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 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

### Learning

#### Purpose

A place where learning is the priority and staff work in partnership with students, each other and the community to ensure the learning of every student is a central focus. To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop into self-directed learners.

#### 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
Significant improvement in numbers of students that achieve their year appropriate expected growth in Literacy and Numeracy.	\$20 000	The majority of students have achieved or are working towards achieving this outcome.
Increased use of evidence-informed pedagogy by all teachers which maximises student engagement and achievement.	\$20000 teacher relief to support teacher professional growth.	This is evident through teacher programs reflecting latest teaching initiatives.
Improved levels of student learning and engagement in all Key Learning Areas.		Classroom programs, evaluation and student feedback reflect increased engagement in all Key Learning Areas.

#### 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

### Leading

#### Purpose

To establish outstanding leadership at all levels, where staff members and students are responsible for their own educational journey through self-reflection, feedback, aspirations for leadership, striving for excellence within the classroom, school environment and school community. To build stronger, positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation.

#### Overall summary of progress

Leadership: How 2 Learn will be completed over the next few years. Teachers being trained end of 2017 and Semester 1, 2018. 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
Leadership skills and practices are evident at all levels of teacher leadership across policy implementation through designated and supported roles and responsibilities.	\$20000 Teacher relief and professional learning fees.	The school leadership opportunities are available for interested staff members.
All staff display increased leadership capacity through opportunities and structured support from leadership mentors.	\$20000 Teacher relief	Select staff have undertaken work with chosen mentor.
Improved relationships and levels of involvement of all school partners to improve student learning and wellbeing.		School community involvement has increased across all areas of the school.

#### 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

### Teaching

#### Purpose

To ensure that our teachers have a deep knowledge of all syllabi and are consistently delivering quality lessons across all key learning areas. To build a teaching team that works collaboratively within and between schools in pursuit of outstanding teaching skills that will provide excellent learning for all students.

#### 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 2018. 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
All staff and students trained in and implementing Higher Order Ways 2 Learn (HOW 2 Learn).	Training of Staff as Leaders cost \$12 000  Supporting resources \$2000	All staff trained up to Phase one Module three.
All staff will engage in professional learning aligned to the school plan and are successful in maintaining their accreditation.	\$20000 for teacher relief and professional learning fees.	All staff have achieved accreditation at proficient level.
Monitor and analyse Performance and Development Plans for all staff which builds capacity across all aspects of professional practice.	3 x casual days totaling \$1500.	All staff completed Performance and Development Plans.

#### 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 Be You 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
<b>Aboriginal background loading</b>	\$35000	All Aboriginal students have PLPs and are demonstrating progress in Literacy and Numeracy. In consultation with Aboriginal elders, parents and caregivers, cultural significance is included in all PLPs. Utilising Aboriginal SLSO supported achievement of student PLP goals.
<b>Low level adjustment for disability</b>	\$35000	All students requiring adjustments and learning support are catered for within class programs and implementation of SMART goals. Planning days provided for teachers to develop programs inclusive of adjustments for individual students. Professional learning provided for teachers to support small group planning and Learning Support initiatives and systems. Review and analysis of NAPLAN data and development of strategic directions to support identified students.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$ 16000.00 • Quality Teaching, Successful Students (QTSS) (\$4 000.00)	Aspiring leaders provided with opportunities to lead aspects of the school plan and deliver professional learning to peers. Time provided for teachers to attend professional development regarding the NSW Syllabus documents in order to plan together to provide quality, relevant, teaching/learning programs and explicit delivery of lessons. Stage planning days were used to ensure Consistent Teacher Judgement. Executive planning days were used to work on school's strategic direction.
<b>Socio-economic background</b>	\$240000	Implemented Teacher Performance and Development Plans and coaching. Further staff development on the new syllabus.  Professional Development and time for the team to focus on the KidsMatter well being program. We also focused on effective feedback for teachers.  Student support for events, resources and excursions.  Teacher professional learning and engagement with the Literacy and Numeracy Progressions.  K-6 SLSO support in Literacy and Numeracy.
<b>Support for beginning teachers</b>	\$13000  • Support for beginning teachers (\$1 000.00) • (\$0.00)	L3 training to support Literacy practices in K-2. Mentor opportunities each week led to success first year of teaching.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	143	148	150	156
Girls	156	170	157	163

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	2015	2016	2017	2018
K	96.3	95.9	96.1	96.3
1	94.4	94.8	96.1	92.4
2	93.9	93.8	94.9	93.9
3	93.3	94.9	95.7	92.9
4	92.3	93	94.4	92.1
5	93.3	92.9	93.3	92.1
6	94.7	93	90	91.1
All Years	94	94.1	94.3	93.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

In 2018 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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.58
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	2.82

\*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 2018, our priorities saw a focus on the Literacy and Numeracy Progressions along with Higher Order Ways 2 Learn..

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	241,160
<b>Revenue</b>	3,067,214
Appropriation	2,972,151
Sale of Goods and Services	1,960
Grants and Contributions	92,596
Gain and Loss	0
Other Revenue	0
Investment Income	507
<b>Expenses</b>	-2,893,562
Recurrent Expenses	-2,893,562
Employee Related	-2,584,127
Operating Expenses	-309,435
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	173,653
<b>Balance Carried Forward</b>	414,813

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 new EfPT budgeting tool and focussing on the HR budget tool.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,264,521
Base Per Capita	59,364
Base Location	0
Other Base	2,205,156
<b>Equity Total</b>	448,128
Equity Aboriginal	33,778
Equity Socio economic	289,142
Equity Language	6,224
Equity Disability	118,986
<b>Targeted Total</b>	45,184
<b>Other Total</b>	111,895
<b>Grand Total</b>	2,869,728

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN results were analysed and areas for improvement identified. Spelling is seen to be a focus area for 2018 across the school. Results in Year 3 Writing was equal to state average based on trend data. Whilst there are pockets of success overall trend data in 2017 indicates lower than expected.

Analysed data from 2018 data revealed that that student's growth from Years 3 to 5 was less than expected and below state averages. A deeper analysis of the numeracy data revealed that the students in year 5 were experiencing difficulty in deciphering multi-step word problems.

In 2018, our school continued our positive trend in improved value-added data. Data in Years K–3 value added sustaining and growing and 5–7 identified our school value-added data as delivering.. Our value-added data across Years 3–5 was working towards delivering. Our school priority of Literacy and Numeracy Progressions for targeted professional learning in 2018 was reflected in strong school performance in the area of numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Lakelands Public School has less than 10 Aboriginal students in Year 3 and in Year 5. All students have a Personalised Learning Plan (PLP) and are monitored regularly by classroom teachers and the SLSO..

## Parent/caregiver, student, teacher satisfaction

As part of the consultation process for the development of the new school plan 2018–2020, staff, students and community members were surveyed to elicit responses regarding their opinion about the school. Comments included:

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

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

The staff is kind, caring, helpful, driven, intelligent and approachable – always striving to learn more.

Teachers at Lakelands Public School are excited about the idea of achieving excellence and improving all they do.

Lakelands Public School is a wonderful environment for our kids and it has a great reputation.

The school has a culture where the children encourage and support each other and are accepting of different groups.

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

Student opinions about the school were also sought, with a large majority of students indicating that the school catered for their learning needs and the learning needs of other students, and the school encourage them to achieve their best.

## Policy requirements

### Aboriginal education

Lakelands Public School has 17% of students who identify as having Aboriginal heritage. The school values, respects and appreciates Aboriginal culture and student identity as an intrinsic part of the school's culture. School programs are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The Aboriginal flag is flown each day and there is a Welcome to Country at each school assembly.. Students are rostered to deliver the Welcome to Country. Our school continues to provide support for Aboriginal students. During the year the school celebrated Aboriginal culture and ensured that Aboriginal perspectives were embedded within the curriculum and lesson content so that students are confident that the school is a place where they are valued and respected.

## Multicultural and anti-racism education

Multicultural Education is integrated into the Key Learning Areas. Teachers take every opportunity to teach students about different cultures and beliefs. Students have opportunities to research and present information that they discover at school competitions and through the annual Premiers Multicultural Speaking competition. The new Geography and History syllabuses were introduced which have an inquiry-based approach to student learning. Students had the opportunity to learn about different cultures within Australia and in other countries. The school has an Anti-Racism Coordinator. This person ensures that the school follows the Department's Policies and Procedures in regards to education and reporting of incidents. The students are taught tolerance and encouraged to be inclusive of all students through the core values of the school.