

# Lake Cathie Public School

## Annual Report



2018



4654

## Introduction

The Annual Report for **2018** is provided to the community of Lake Cathie 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.

Jock Garven

Principal

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# School background

## School vision statement

Through school spirit, inclusivity, innovation and opportunity, students collaboratively engage and are inspired to strive for excellence as life long learners, feeling a sense of belonging and connectedness with their world.

## School context

Lake Cathie Public School was a new school built during 2014 ready for its first intake of students in 2015. Significant planning and consultation engaged large numbers of interested parents and community members. In 2018 there are 285 enrolments that are drawn from Lake Cathie and the north part of Bonny Hills. This drawing area will change in 2020 where the Bonny Hills area will return to the North Haven Public School zone. A strong collegial partnership already exists between Lake Cathie Public School and North Haven Public School.

In 2019–2020, a large scale capital works program will see the design and construction of seventeen new learning spaces. This continues the level of change that students, parents and staff are dealing with.

Students are inclusive, tolerant and supportive of each other. Creative arts, sporting and technology programs balance the strong academic and welfare programs within the school to cater for all students' needs and interests. The school enjoys a significant reputation within the community where Spirit, Opportunity and Excellence, the school's motto, is clearly embraced.

Professional staff work collaboratively to implement and sustain a quality learning environment rich with high expectations and nurturing support for all students. Targeted ongoing professional learning is linked to the School Plan, building capacity in staff to provide high quality learning experiences.

Highly involved parents are integral in the school's success with a large P&C adding to the spirit linking the school with its community. The P&C contributes to whole school planning, provides financial support and creates opportunities for students, parents and the community to take part in social activities that build strong and meaningful relationships and positive school spirit.

The school will continue to grow within the rapidly developing area of Lake Cathie with several new housing developments. This will be part of the continuing challenge for staff, to help the school and its families, grow with the community.

## 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.

### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning: *Lake Cathie Public School is Sustaining and Growing*.

A **Learning Culture** exists where high expectations of students includes an individual commitment from students, parents, teachers and the community to work together to achieve this culture. Significant transition programs exist with preschools, high schools and tertiary institutions. All transition points demand an emphasis on knowing how to most effectively support students throughout their learning journeys, including wellbeing needs. We collaborate heavily with tertiary institutions to transition pre-service teachers into successful and effective teaching careers. We aim for positive attendance to drive a willingness to learn and stimulate the ideal of a growth mindset.

**Wellbeing** practices underpin all learning across the school. A set of community-agreed positive affirmations drives student engagement and behaviour expectations as we strive to care for students who can make positive connections

with other students, staff and their community. Individual learning needs are monitored in academic, social, emotional and physical domains. An active Learning and Support Team drives a whole school, planned approach to wellbeing. This includes supporting and extending student learning as well as monitoring unacceptable behaviour and recognising positive behaviour that drives learning success.

**Curriculum** provision is dovetailed into many areas of school practice including wellbeing, professional learning, teaching standards, accreditation and collaborative practice that all leads to improved student learning under a school-wide strive for collective efficacy. Differentiation across the school and in all learning spaces allows for quality learning, with clear expectations of student progression. This expectation also drives Aboriginal education with 8ways learning pedagogy considered for all students. Visible learning is a driving force behind curriculum provision allowing teachers to accurately monitor and review the effectiveness of student learning.

**Assessment** practices have developed significantly over the last two years and drive teaching and learning to maximise student performance. Assessment is embedded and visible to students and parents. Teachers are sharing assessment information with students to allow them to take more ownership of their learning. Feedback from teachers enables students to practice and learn in a growth mindset environment. As the school continues to grow, assessment data, including trend data over time, will allow for greater and more effective whole-school monitoring of student learning.

**Reporting** to parents directly communicates progress in relation to syllabus outcomes, social development and personal growth. Parent information sessions, learning conferences, formal written reports, informal connections and departmental reporting processes allow parents to receive accurate and honest feedback on student performance. Consistency of teacher judgement is a regular feature of assessment practices across the school, leading to the accuracy of personalised school-based reporting to parents. Future learning goals are evident in all reporting communication with parents, carers and government organisations.

**Student Performance Measures** have certainly been an interesting body of work as the school has developed over the past three and a half years as a new and developing school. As individual student, cohort, equity groups and trend data has been very limited, a future focus will include the analysis of both internal and external school performance data measures in practice and the longer term analysis of student performance data. The school has developed a number of benchmarks for student performance at regular intervals and will test their ongoing validity over time based on the developing context of the school.

## Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching: *Lake Cathie Public School is Sustaining and Growing.*

**Effective Classroom Practice** is one of the key features contributing to the effective growth and development of the school. Collaborative planning, collegial conversations around effective programming and syllabus implementation, professional learning and teacher accreditation are all part of our desire for high-level collective efficacy. The Australian Teaching Standards drive all teacher development and effectiveness. Negotiated lesson observations allow for rich discussions about quality teaching practice aligned to effective student learning. Teachers are highly effective in catering for a diverse range of learners using collaboratively developed, evidence-based programs. Explicit teaching at a point of need for each student with timely and clear feedback, allows for students to receive learning tailored to their needs and developmental level. A school-wide approach of continual teacher reflection on what works best, with carefully planned and researched professional learning, allows for highly effective classroom practice. This includes school wide 'Big Ideas' that are higher order concepts that drive numerous syllabus outcomes across a range of Key Learning Areas.

**Data Skills and Use** is an area of current and future professional dialog and development. PLAN data, soon to be PLAN2, is used to inform teaching and learning in the areas of literacy and numeracy. Staff, including SLSO's, engage in the analysis of student performance which helps them to make informed decisions regarding learning pathways for their students. Staff collaborate to determine grade and stage student data use to inform their collaborative decision making. Staff are engaging in the transition to the new Learning Progressions including significant professional learning. School performance data is shared openly with parents through P&C meetings, newsletters and the Annual Report.

**Professional Standards** are used to drive positive improvement in practice including Performance and Development Plans (including SLSO and SASS staff), collegial conversations, collaborative planning, accreditation of our beginning teacher group and for maintenance of our more experienced staff. Negotiated lesson observations between peers, with supervisors and with pre-service teachers utilise the professional Teaching Standards. Staff are encouraged to undertake higher levels of accreditation. One staff member is undertaking Highly Accomplished and another Lead. This has allowed the idea of a pathway for rewarding teaching careers. Pathways for staff to gain experience in executive positions within the school and in other schools is clearly linked to the Standards. One staff member has received a substantive Teaching Principal's position and another a long term relieving Teaching Principal position. This success is testament to the LCPS model of distributed leadership allowing staff to plan their teaching careers and receiving experience and guidance from the executive team.

**Learning and Development** is certainly part of the collective efficacy of LCPS. Teachers engage in regular professional

discussion and collaborate to improve teaching and learning across the school. This includes strategically planned professional learning, negotiated classroom observations of teaching practice, professional feedback, collaborative planning days, all aligned to the School Plan and to student needs. A beginning teacher group receives regular mentoring, collaborative planning days, additional observation of practice and feedback appropriate to their level of development. Expertise across the staff is used to support the development of all staff. This includes; instructional leadership, future focused learning, wellbeing practices, technology, creative arts, sport and physical education, large scale event planning and management, robotics, enrichment and administration, including finance. Several members of staff lead learning and development outside LCPS including; APCLN, beginning teacher network and a large scale future-focused learning conference – iOnTheFuture.

## **Leading**

The results of this process indicated that in the School Excellence Framework domain of Leading: *Lake Cathie Public School is Sustaining and Growing*.

**Educational Leadership** is based on the philosophy of distributed leadership, where the strength of the school is enhanced through the development of its staff. Abundant opportunities for leadership include collegial executive networks, beginning teacher networks, international future-focused learning conference and opportunities to lead whole-school events (Grandparents' day, Remembrance day). Leadership opportunities exist for all executive to manage the performance and development framework for staff including non-teaching staff. A culture of high expectations exists within leadership roles has resulted in a strong pipeline of leaders considering progression to higher leadership roles. Parents and community members that consist of our growing P&C, are regularly informed about educational planning as well as information collected through internal and external performance measures that celebrates the success of student learning.

**School planning, implementation and reporting** are vital parts in the school's long-term, strategic vision. There has been considerable consultation across all stakeholders to meet the learning needs of all students. The leadership team and staff acknowledges change and embraces the need for continuous improvement. This is reflected in the school plan and is directly related to our assessment using the School Excellence Framework. The school vision, values and priorities as well as the success of learning and wellbeing programs are known and celebrated by the entire school community.

**School resources** are strategically used to achieve improved student outcomes and service delivery. The school's learning spaces are used flexibly to meet a range of student learning needs. Technology is accessible to all staff and students where financial resources are maximised to enable the school to work towards initiatives in the school plan.

**Management practices and processes** are underpinned by school improvement and professional effectiveness. The school makes informed decisions based on costs, evidence-based practices and effectiveness to meet the needs of all students. Parental and community satisfaction is measured through surveys and anecdotal observations of interactions via our school social media services.

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

### Learning Connect

#### Purpose

In order to become life longer learners, staff enhance their capacity to implement effective teaching practice using evidence-based strategies that are differentiated, responsive, reflective and engaging. Students are inspired to strive for excellence and use a growth mindset to connect with their learning.

#### Overall summary of progress

All learners at Lake Cathie PS are connected in their goal to become lifelong learners. All staff (100%) completed personal Performance and Development Plans (PDPs) that included setting goals, identifying professional learning and gathering proposed evidence. These plans were formed by all staff and negotiated with supervisors in Term One. All supervisors reported improved attainment of the NSW Teaching Standards through observations, discussions, feedback, reflection and refinement of goals set. PDPs show that Lake Cathie PS teachers are flourishing and reflecting on their practice and using evidence to support decision-making. Students set goals with support from their teachers. These goals assist students to strive for excellence and to make learning visible.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase students achieving at state proficiency in NAPLAN Year 3 Writing from 72% to 85% and Year 5 Writing from 23% to 50%.	Funds expended against this strategic direction are outlined in key initiative area of this report.	<p>A whole school approach which ensures the most effective evidence-based teaching methods optimise learning progress for all students in Literacy(Reading and Writing). Focus for 2019/20 will move onto Numeracy and other Key Learning Areas.</p> <p>In NAPLAN writing assessment, 51% of Year 3 students achieved above the State average.. In Year 5, there were 65% above the State average result.</p> <p>Using evidence-based and researched practices, teachers engage in professional learning and continue to implement and strengthen student-led assessment strategies.</p> <p>Teachers are supported by school leaders to set, reflect upon and refine teaching practice goals.</p> <p>Teachers regularly collaborate to reflect on the impact of their teaching and learning.</p> <p>Students continue to be exposed to strategies in order to reflect on their learning and improve.</p>
Increase in students achieving Proficient standard in NAPLAN Year 3 Numeracy from 22% to 50% and Year 5 Numeracy from 41% to 60%.		<p>Teachers routinely use evidence of student learning in literacy(Reading and Writing) including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of all students.</p> <p>In NAPLAN Numeracy assessment, 36% of students in Year 3 achieved above the State average and in Year 5 it was 38%.</p> <p>Teachers collaborate across K–6 and within stage teams to share knowledge, data, feedback and relevant information about student progress and</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in students achieving Proficient standard in NAPLAN Year 3 Numeracy from 22% to 50% and Year 5 Numeracy from 41% to 60%.		achievement in literacy and a future focus in numeracy into 2019/20.

## Next Steps

- \* Strengthened curriculum understanding and assessment practices across transition points, in particular, from stage 3 to stage 4.
- \* Further consolidation with deep and effective feedback for students across all Key Learning Areas.
- \* Further development of systems across the school to link assessment practices within the school to external measures including NAPLAN, PAT, ICAS etc.
- \* Focus on the effective use of the new Learning Progressions in a whole school approach with consistency of teacher judgement based on teacher knowledge gained through professional learning.
- \* Measuring the impact of continuous improvement and be responsive to growing needs and feedback.



## Strategic Direction 2

### Wellbeing & Welfare Connect

#### Purpose

To build a caring school community that supports and promotes a growth mindset where students and staff are engaged in their learning and challenged to become successful citizens who are resilient, caring, tolerant and inclusive of others.

#### Overall summary of progress

A growth mindset and positive education underpins the way we connect with wellbeing and welfare at Lake Cathie PS. Teachers have collaborated to continually refine the systems and processes that support student wellbeing and welfare. We continue to work towards our goal of building a caring school community that is developing successful citizens.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in all aspects of the 'Tell Them From Me' survey.	Funds expended against this strategic direction are outlined in key initiative area of this report.	<p>Based on TTFM survey results, student wellbeing and student leadership will be in focus for the 2019/20. Self reflection survey results from External Validation backs up this refined direction in SD 2.</p> <p>External involvement and support from HR Culture, The Posify Group and staff professional learning to commence development of school values, wellbeing and welfare structures. Department priorities and resources have been included as part of this process.</p>
The explicit teaching of a growth mindset and social and emotional wellbeing are incorporated into teaching and learning programs.		<p>Teachers are delivering differentiated content to support the diverse needs of students in a timely and responsive manner.</p> <p>Review of "Fix It Room" processes and procedures, including naming to reflect staff evaluation and parental input. The new system incorporates a growth mindset and is based on the premise that every student can be successful every day.</p> <p>Review of LaS timetable, SLSO roles, systems with collaboration to ascertain best practice as well as administration and timetabling improvements to further support students.</p> <p>Staff and students regularly practice and adapt their social and emotional skills to new situations in the classroom, school and wider community. School-based evidence is utilised to inform teaching and learning opportunities in response to the social and emotional needs of all.</p>

#### Next Steps

\* Attendance goals raised across the school with increased levels of monitoring and recognition of students with high rates of attendance.

\* Preparation of classroom management, space and pedagogy ready for the new future-focused learning spaces being constructed in 2019–20.

\* Measuring the impact of continuous improvement and be responsive to growing needs and feedback.

\* 2019/20 direction will include a whole school reflection of values and Positive Education principles to inform values-based wording, leadership, teaching and learning activities to proactively develop a values system across the school community.



## Strategic Direction 3

### Future Connect

#### Purpose

In order to be successful in their future world our students will use a growth mindset to develop essential learning skills as well as being active, problem solvers who have an awareness of self as part of the broader world.

Learning must be visible, personalised and authentic, empowering students to communicate, collaborate, think critically and creatively whilst diving deeply into their learning.

#### Overall summary of progress

All staff at Lake Cathie PS are becoming more aware of the ways students will connect with each other and the world in the future. Throughout 2018, staff have deepened their thinking and understanding about visible learning that is authentic and empowers students to communicate, collaborate, think critically and creatively. We continue to build pedagogical practices that support future-focused learning and utilise technology to enhance learning of students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs reflect the implementation of a range of future focused teaching strategies.	Funds expended against this strategic direction are outlined in key initiative area of this report.	<p>Increasing collaboration involves teachers implementing contemporary pedagogy to build a repertoire of strategies to empower and engage learners.</p> <p>Teaching practice reflects professional learning that is evidence-based to improve learning and to encourage innovative collaboration.</p> <p>Teachers are developing an awareness that the physical environment should align to pedagogical practice.</p> <p>Considerations for flexible physical environments inside and outside the classroom have been discussed, planned and practiced.</p> <p>The school's SEF S-aS demonstrates growth in the 'Teaching' and 'Learning' domains.</p>
Teachers and students effectively use technology to enhance learning and learning opportunities.		<p>Teachers are becoming increasingly confident and creative users of technology.</p> <p>The school's SEF S-aS demonstrates growth in the 'Teaching' and 'Leading' domains.</p>

#### Next Steps

- \* An increase in the ability of students to articulate their learning, especially with new future-focused learning spaces and a further development of growth mindset.
- \* Further consolidation with deep and effective feedback for students across all Key Learning Areas.
- \* Preparation of classroom management, space and pedagogy ready for the new future-focused learning spaces being constructed in 2019–20.
- \* Measuring the impact of continuous improvement and be responsive to growing needs and feedback.
- \* Major capital works building program will significantly change facilities and physical learning spaces. Staff are working

towards developing pedagogical practices to teach and support learning in these new spaces. Significant and ongoing consultation will inform parents and the community about the building changes over the next two years.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$17,324.00</p> <p>Aboriginal SLSO. (One day per week)</p> <p>Connecting to Country</p> <p>Cultural day payment to Birpai community members</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$750.00)</li> </ul>	<p>Aboriginal education initiatives during 2018 have included the continuation of the ATSIIG (Aboriginal and Torres Strait Islander Initiative Group). During the year and in relation to staffing changes, the group went into recess and will be reviewed and redirected in operation during 2019. Consultation with the AECG and the President of the Birpai Lands Council will be a major part of this redirection.</p> <p>All Aboriginal students have personalised learning plans called Deadly Dreams which are developed through consultation with students, parents and staff.</p> <p>Equity funding is used to build the capacity of staff to develop programs that bridge the gap between Aboriginal and non-Aboriginal students in relation to educational outcomes. An Aboriginal SLSO meets with Aboriginal students each week to collaboratively plan learning goals and to work through learning tasks, set by teachers, to meet these goals.</p> <p>Significant celebrations have included NAIDOC Week and Reconciliation Week.</p> <p>Equity funding in 2019 will be used to fund the Instructional Leader to assess Aboriginal student learning needs and to plan effective programs, support to enrichment, in catering to the needs of our Aboriginal students. This will become part of the LST portfolio and will address practices in SD 1 and 2.</p>
<b>Low level adjustment for disability</b>	<p>Casual teacher days to create and maintain effective Personalised Learning Plans.</p> <p>LaST for 3.5 days per week</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$3 500.00)</li> </ul>	<p>Additional SLSO support was provided to classes where IFS funding didn't support the students with lower support needs. Additional support was provided in the playground to target senior students with social and emotional support requirements. Specific social and sporting activities enabled students to more effectively maintain positive relationships with peers. Negative playground behaviour and incidents reduced as a result.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$ 37793.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$37 793.00)</li> </ul>	<p>Executive analysis of Collaborative practice, Collegial Conversations, Program supervision and Observations of Professional Practice identified improved quality teaching practice. Funds were used to release Assistant Principals to undertake collegial conversations, observations of practice, collaborative planning days and to prepare and deliver professional learning throughout the year.</p>
<b>Socio-economic background</b>	\$30,651.00	<p>Socio-economic funding has been used in a variety of ways including; teacher relief to develop teaching and learning programs to support students from varying socio economic backgrounds, support families with financial assistance to access academic and sporting excursions, cultural activities and school uniforms where needed. Executive staff –</p>

<b>Socio-economic background</b>	\$30,651.00	"Instructional Leader" release to supervise classroom programs to ensure an equity of opportunity for all students to access the curriculum and have their wellbeing needs catered for.
<b>Support for beginning teachers</b>	\$10889.00	Beginning teachers work collaboratively to refine and strengthen evidenced based pedagogy and curriculum knowledge framed by the Australian Teaching Standards. Time spent in collaborative planning sessions, observations, mentoring and the collection and analysis of evidence relating to student learning data has significantly developed the effectiveness of these three beginning teachers. Two are now accredited at Proficient Career Stage. The third will submit their Proficient application in 2019.



# Student information

## Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	39	64	100	130
Girls	51	79	123	157

Student enrolments have continued to increase at the school. It is anticipated that in 2019, the enrolment will reach between 310. Enrolments will continue to grow with several large housing estates and developments opening in the surrounding areas within the Lake Cathie enrolment zone.

## Student attendance profile

School				
Year	2015	2016	2017	2018
K	93	95.3	95	93.3
1	94.2	91.5	94.4	90.4
2	92.7	92.8	93.1	94
3	96	92.9	94.8	90.1
4	92	89.2	94.4	93.5
5	92.4	91.4	94.6	93.2
6	90.7	95.5	92	92.7
All Years	93.1	93	94.2	92.3

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

Lake Cathie Public School monitors attendance regularly. For cases where attendance rates of students start to decline or are unexplained, letters and phone calls are made to parents to encourage the need for regular attendance. Newsletters regularly contain reminders and information to encourage student attendance. The Home School Liaison Officer attends

the school every term to check attendance. The school follows all directions from the HSLO in relation to students with unacceptable attendance rates and patterns. The school uses Sentral to record attendance and each day sends auto-generate texts to parents of students absent which helps to monitor and maintain levels of attendance at the school. Student attendance rates are quite high at Lake Cathie Public School.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.37
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.67

\*Full Time Equivalent

Within the staff, we are lucky to have three teaching staff and one learning and support officer with proud Aboriginal background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

### Professional learning and teacher accreditation

All staff meet teacher accreditation requirements. Two teachers have completed initial teacher accreditation and one is working towards initial accreditation as beginning teachers with one staff member working towards Highly accomplished and one towards Lead accreditation. Professional learning is clearly aligned to the Australian Teaching Standards as is the Performance and Development Framework processes within the school.

# Financial information

## Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	112,858
<b>Revenue</b>	2,908,377
Appropriation	2,652,562
Sale of Goods and Services	33,897
Grants and Contributions	214,893
Gain and Loss	0
Other Revenue	5,643
Investment Income	1,383
<b>Expenses</b>	-2,950,961
Recurrent Expenses	-2,950,961
Employee Related	-2,537,720
Operating Expenses	-413,240
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-42,584
<b>Balance Carried Forward</b>	70,274

The school's finance committee meets each term to make decisions and monitor expenditure relating to Teaching and learning, welfare and administration of the school.

- With a year of significant illness across staff and students, funds were redirected to support these additional staffing replacement requirements.
- Funding from the school's P&C is being used to support resource purchases to help the overall school budget. Funding has been set aside to develop a small reserve for when the new school building plan is completed in 2020 and more resources will be required.
- Extra classrooms to cater for an increase in school enrolments required additional resources late in the year. This involved large purchases of IT equipment to make them ready for the 2019 school year.
- Larger numbers of students with additional learning and behaviour needs led to the use of school funds, set aside for future resource purchase, to cater for these student needs. This additional expenditure was on additional SLSO positions.

## Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	2,082,027
Base Per Capita	43,121
Base Location	5,751
Other Base	2,033,154
<b>Equity Total</b>	147,233
Equity Aboriginal	17,324
Equity Socio economic	30,651
Equity Language	431
Equity Disability	98,827
<b>Targeted Total</b>	228,130
<b>Other Total</b>	49,154
<b>Grand Total</b>	2,506,543

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.

survey so that the results reflect a majority viewpoint.

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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, data cannot be reported upon as the cohorts were too small – less than 5 students.



## Parent/caregiver, student, teacher satisfaction

In 2018, Lake Cathie PS participated in the Tell Them From Me survey. This initiative provides support for schools to monitor and improve their social, emotional and wellbeing practices. This was our first year of participation and has provided a great benchmark for us to track our progress and highlight trends. Some notable results:

- \* 87% of students in Years 4–6 have positive relationships with friends that they trust and encourage them to make good choices. Student value their school and believe that what they learn each day is useful to their everyday life.
- \* 86% of students in Year 4–6 believe that they persist and try their best each day.
- \* 81% of students that identify as Aboriginal feel good about their culture at school.
- \* 25 Parents responded to the survey with a high percentage providing positive support for the school in regards to feeling included and supported to assist their child in their learning.
- \* All staff completed the survey and responded positively about building collaborative practices and building a positive school culture.

Moving forward, Lake Cathie PS will participate in the Tell Them From Me survey again in 2019/20, looking for improvement across all domains. There is especially a focus on improving parent/community engagement in



## Policy requirements

### Aboriginal education

Aboriginal education initiatives during 2018 have included the continuation of the ATSIIG (Aboriginal and Torres Strait Islander Initiative Group) who meet regularly to discuss and plan initiatives for all students to highlight Aboriginal cultural perspectives, rights and history in a positive attempt to be inclusive and tolerant of all groups within the community and to understand and celebrate their differences.

All Aboriginal students have personalised learning plans called Deadly Dreams which are developed through consultation with students, parents and staff.

Equity funding is used to build the capacity of staff to develop programs that bridge the gap between Aboriginal and non-Aboriginal students in relation to educational outcomes. An Aboriginal SLSO meets with Aboriginal students each week to collaboratively plan learning goals and to work through learning tasks, set by teachers, to meet these goals.

Significant celebrations have included NAIDOC Week, Reconciliation Week and the significant communication and collaboration with the local Birpai community during the planning phase of the School Upgrade due to commence in 2019.

Again, two staff members attended the Connecting to Country program run by the Hastings AECG. Staff will be allowed the opportunity to access this high quality and engaging Aboriginal cultural and heritage experience each year.



## **Multicultural and anti-racism education**

Multicultural Education is embedded in many of the topics covered in teaching programs across the school. Cultural programs within Aboriginal education have been a significant part of the development of our new school. However the school has continued its commitment to learning about and celebrating the many cultures around the world including the commitment to the Multicultural Public Speaking competition across the school as well as the stage two project-based learning opportunity linked to the school's connection with the Country Women's Association and their annual International Day celebrations.

2018 has seen the updated training of the School's ARCO (Anti Racism Contact Officer). Staff have been updated in relation to this policy. The School's wellbeing and discipline procedures identified through the Five Fair Rules program includes the messages of zero-tolerance of racism towards any other person.