

Lakeside School Annual Report



2018



5686

Introduction

The Annual Report for **2018** is provided to the community of Lakeside School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Lakeside School is dedicated to working with the whole school community and recognising the importance of individual differences. It aims to provide a safe positive environment for students with specific needs, resulting in confident, engaged learners, participating and valued members of society. This will be achieved by an ongoing commitment to quality teaching and evidence based research continuing to lead to innovative approaches in special education.

School context

Lakeside School provides individual education and transition programs for students with moderate to severe intellectual disabilities, many of whom have a secondary diagnosis of Autism. Student programs reflect the skills and knowledge that students will require to move from school to post school life. Students are taught Early Stage 1 to Stage 6 curriculum using Life Skills outcomes.

The school has seven classes with six being IO/IS (moderate to severe intellectual disability) and one multicategorical class catering for students with an intellectual disability or autism, emotional disturbance or physical disability. School programs are designed around key learning areas focusing on providing students with a broad range of curriculum experiences.

Staffing comprises one non-teaching Principal, two teaching Assistant Principals five classroom teachers, three day a week relief teacher, one day a week librarian and a day a fortnight support teacher. The school is supported by a fulltime Administration Manager, five day a fortnight Administration Officer, seven Student Learning Support Officers and two day a week General Assistant.

Lakeside School delivers life skills based learning programs to address the needs of students within the framework of curriculum documents. The school also provides opportunities for community participation and work experience with community access being a major focus.

During 2013, Lakeside School experienced significant change, moving from the Gateshead site to the existing Gateshead West site. Staff and students moved into the new site at the beginning of Term 3, 2013.

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.

Domain of Learning

In the Domain of Learning, the 6 areas of assessment are Learning Culture, Wellbeing, Curriculum, Assessment and Reporting. The results are:

Learning Culture – The school's on–balance judgement for this element is **Sustaining and Growing**.

- **High expectations staff identified as Sustaining and Growing.** *There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.*
- **Transitions and continuity of learning staff identified as Excelling.** *The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with a typical enrolment.*
- **Attendance staff identified as Sustaining and Growing.** *Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.*

Wellbeing – The school's on–balance judgement for this element is **Sustaining and Growing**.

- **Caring for students staff identified as Sustaining and Growing.** *Every student can identify a staff member to whom they can confidently turn to for advice and assistance at school.*
- **A planned approach to wellbeing staff identified as Delivering.** *Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement.*
- **Individual learning needs staff identified as Sustaining and Growing.** *Well–developed and evidence–based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.*
- **Behaviour staff identified as Sustaining and Growing.** *Expectations of behaviour are co–developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.*

Curriculum – The school's on–balance judgement for this element is **Sustaining and Growing**.

- **Curriculum provision staff identified as Sustaining and Growing.** *The school's curriculum provision and evidence–based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.*
- **Teaching and learning programs staff identified as Sustaining and Growing.** *Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.*
- **Differentiation staff identified as Excelling.** *Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.*

Assessment – Delivering

- **Formative assessment staff identified as Sustaining and Growing.** *Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.*
- **Summative assessment staff identified as Delivering.** *Assessment is planned and undertaken regularly in all classes and data is systematically collected.*
- **Whole school monitoring of student learning staff identified as Delivering.** *There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.*

Reporting – The school's on–balance judgement for this element is **Sustaining and Growing**.

- **Whole school reporting staff identified as Delivering.** *The school analyses internal and external assessment data to monitor and report on student and school performance.*
- **Student reports staff identified as Excelling.** *Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.*
- **Parent engagement staff identified as Sustaining and Growing.** *Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.*

Student performance measures – The school's on–balance judgement for this element is **Delivering**.

- **Value–add staff identified as Sustaining and Growing.** *The school's value–add trend is positive.*
- **Student growth staff identified as Delivering.** *The school identifies growth targets for individual students, using internal progress and achievement data.*
- **Internal and external measures against syllabus standards staff identified as Delivering.** *The school uses internal as well as external assessments to assess student progress and achievement against syllabus outcomes.*

Domain of Teaching

For the Domain of Teaching, the 4 areas of assessment are Effective classroom practice, Data skills and use, Professional standards and Learning and development.

Effective classroom practice – The school's on–balance judgement for this element is **Sustaining and Growing**.

- **Lesson planning staff identified as Sustaining and Growing.** *Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence–based programs and lessons, which meet the needs of all students.*
- **Explicit teaching staff identified as Sustaining and Growing.** *Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.*
- **Feedback staff identified as Sustaining and Growing.** *Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.*
- **Classroom management staff identified as Sustaining and Growing.** *A school–wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.*

Data skills and use – The school's on–balance judgement for this element is **Delivering**.

- **Data literacy staff identified as Delivering.** *Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.*
- **Data analysis staff identified as Delivering.** *The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.*
- **Data use in teaching staff identified as Delivering.** *Teachers review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning.*
- **Data use in planning staff identified as Delivering.** *Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.*

Professional standards – The school's on–balance judgement for this element is **Sustaining and Growing**.

- **Improvement of practice staff identified as Delivering.** *Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.*
- **Accreditation staff identified as Sustaining and Growing.** *The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.*
- **Literacy and numeracy focus staff identified as Sustaining and Growing.** *Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.*

Learning and development – The school's on–balance judgement for this element is **Sustaining and Growing**.

- **Collaborative practice and feedback staff identified as Sustaining and Growing.** *Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.*
- **Coaching and mentoring staff identified as Sustaining and Growing.** *Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.*

- **Professional learning staff identified as Excelling.** *The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.*
- **Expertise and innovation staff identified as Excelling.** *Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.*

Domain of Leading

In the Domain of Leading, the 4 areas of assessment are Educational leadership, School planning, Implementation and reporting, School resources and Management practices and processes.

Educational leadership – The school's on–balance judgement for this element is **Sustaining and Growing**.

- **Instructional leadership staff identified as Sustaining and Growing.** *Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.*
- **High expectations culture staff identified as Sustaining and Growing.** *The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.*
- **Performance management and development staff identified as Sustaining and Growing.** *Teaching and non–teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.*
- **Community engagement staff identified as Excelling.** *The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.*

School planning, implementation and reporting – The school's on–balance judgement for this element is **Sustaining and Growing**.

- **Continuous improvement staff identified as Sustaining and Growing.** *The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.*
- **School plan staff identified as Sustaining and Growing.** *The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.*
- **Annual report staff identified as Sustaining and Growing.** *In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.*

School resources – The school's on–balance judgement for this element is **Sustaining and Growing**.

- **Staff deployment staff identified as Excelling.** *The leadership team deploys teaching and non–teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.*
- **Facilities staff identified as Excelling.** *The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.*
- **Technology staff identified as Excelling.** *Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.*
- **Community use of facilities staff identified as Working towards Delivering.** *Working towards delivering.*
- **Financial management staff identified as Sustaining and Growing.** *Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.*

Management practices and processes – The school's on–balance judgement for this element is **Sustaining and Growing**.

- **Administrative systems and processes staff identified as Sustaining and Growing.** *The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.*
- **Service delivery staff identified as Sustaining and Growing.** *Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.*
- **Community satisfaction staff identified as Excelling.** *The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.*

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

Targeted Learning

Purpose

To build capacity of staff through professional learning so as to provide relevant and targeted teaching and learning programs; Supporting student success by increasing engagement in specific and individual programs; Staff will have a strong focus on curriculum planning and assessment strategies.

Overall summary of progress

In 2018, staff at Lakeside School have showed significant progress in relation to the Strategic Direction of Targeted Learning. STEAM (Science, Technology, Engineering, Arts and Mathematics) learning was introduced in early 2018 and this was initiated through all staff undergoing professional learning in the form of coding differentiated for students with additional needs. This training was presented by Rebecca Carmichael from Kids Coders who demonstrated how to use programs such as Scratch and Blockly in the classroom.

In 2018 we also redeveloped our existing space, known as the Cool Room into a specialised STEAM Hub where STEAM lessons can be timetabled and taught in 30 minute periods by all classes. This involved changing the aesthetics of the room to promote future-focused learning and involved equipping the school with robotics, coding and STEAM tools such as Dash and Dot robots, Bee Bots, OSMO kits and new iPads. Staff began to immerse themselves in these new technologies in 2018 and a milestone for 2019 is that all staff will utilise the STEAM hub on a weekly basis. A DJ Phantom 4 Drone was also acquired by the school and was utilised in targeted ability groups where students took aerial photographs of local landscapes. One of these photographs was taken at Catherine Hill Bay and featured on Ten News 'Daily Bailey Weatherwall'.

Other targeted learning programs that were maintained, introduced and implemented in 2018 included the Reading Eggs and Mathseeds programs, the ES1 and Stage 1 classes of TEACCH box activity Program, Oxford Sight Word List Program, Jolly Phonics Program, PM Reading, Studyladder Program, TEN frames. All these programs aimed to develop and monitor student awareness and understanding in Literacy and Numeracy.

In terms of assessment, the use of the SWANS program was maintained to profile and assess students at Lakeside School in 2018 and two staff members attended professional Learning on the Communication Passport at the Hills School. All staff then underwent professional learning on the beginning stages of implementation of the Communication Passport, particularly in ensuring that all classrooms were using a uniform set of communication visuals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff teaching, programming and IEP development reflect current best practice in goal setting, program differentiation, and specific approaches to improve student outcomes.		All staff are using best practice to plan and program for IEPs. All staff are using SMART goals and indicators in the IEP development process and differentiation is evident in each students IEP.
All staff ensure curriculum provision of evidence-based Literacy, Numeracy and other relevant teaching programs within which all students effectively develop their knowledge, understanding and skills.	Professional Learning– EduTech and Cessnock Community of Schools STEM conferences. Music therapy \$18470 (Equity) STEM \$25000	Identified students at Lakeside have individual logons to Mathseeds (numeracy) and Reading Eggs (Literacy) programs, which are accessed regularly. Focus on pre literacy and numeracy and fundamental skills based on the Literacy and Numeracy Continuums. Incorporation in the ES1 and Stage 1 classes of TEACCH box activity Program, Oxford Sight Word List Program, Jolly Phonics Program, PM Reading, Studyladder Program, TEN frames to develop and monitor student awareness and understanding in Literacy and Numeracy Staff trained in STEM learning resources and most

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff ensure curriculum provision of evidence-based Literacy, Numeracy and other relevant teaching programs within which all students effectively develop their knowledge, understanding and skills.		staff incorporating these resources into teaching programs.
All teaching staff regularly utilising relevant assessment practices to inform their teaching, adapt their practice and meeting the learning needs of students. Evidence of goal monitoring and regular assessment practices present in teacher programs.	Program registration \$2500 Teacher Professional Learning \$520	<p>Staff using SWANS to assess majority of students at Lakeside.</p> <p>Regular use of relevant Numeracy and Literacy assessments such as SENA 1 and SENA 2, PM Readers Assessment, Oxford Sight Word List, South Australian Spelling Test and Jolly Phonics to accurately ensure baseline data, planning of learning and monitor student progress and ability levels.</p> <p>Two staff underwent PL on Communication Passport and upskilling teaching staff on how to use Communication Passport to assess those students</p> <p>Staff participated in PL of new Best Start Assessment.</p>

Next Steps

Next steps for the Strategic Direction of Targeted Learning include all staff utilising the STEAM hub on a weekly basis in timetabled lessons and staff becoming more confident in using STEAM specific learning aids and tools. In 2019 there will be a continued focus on staff identifying and attending Professional Learning in the area of Targeted Learning, especially in relation to STEAM and future focused literacy and numeracy teaching and learning programs.

In relation to assessment, next steps include the continuation of using the SWANS program to profile and assess identified students at Lakeside School. Staff will continue to develop their understanding of the Communication Passport and apply specific assessment methods to those students who fail to be catered for by the SWANS assessment tool.

Strategic Direction 2

Wellbeing

Purpose

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

Overall summary of progress

In 2018, staff and student wellbeing was prioritised as a school Strategic Direction. Progress was made with staff continuing to implement the Rock and Water and Class Dojo programs in their classrooms. Executive staff delivered Rock and Water refresher sessions at staff meetings that demonstrated how the program could be differentiated to suit the sensory and behaviour needs of students with moderate to severe intellectual disabilities and Autism. This has proven successful with staff and students regularly using Rock and Water strategies, visuals and physical signs to remediate and redirect complex behaviours. Staff also began to incorporate the Class Dojo into their morning circles and general class routines in 2018.

In terms of supporting staff wellbeing, the school funded a voluntary yoga program for interested staff in term 1 and 2. This program delivered by yoga instructor Katrina Mason focused on equipping staff with mindfulness strategies to improve holistic wellbeing, while also improving physical health through the delivery of a structured yoga routine. This proved highly beneficial to staff with many commenting how they felt their mental health was improved.

Staff from the Employee Assistance Program (EAP) also attended Lakeside School in 2018 and presented at a staff meeting. Lakeside staff are aware of the services provided and progress has been made in staff being able to seek advice and assistance of executive in relation to student and staff wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students and staff can identify a staff member or service (EAPs, school executive) to whom they can confidently turn to, for advice and assistance at school.	Wellbeing programs – \$3800 Room upgrades – \$8000 (SEB)	Staff well informed of EAPs. Majority of staff seek advice and assistance of executive in relation to student and staff wellbeing.
Commitment is made to supporting positive behaviour through implementation of evidence-based programs and approaches such as the Rock and Water program and Class Dojo.	Rock and Water resources – \$520 (SBAR) Playground upgrades – \$10000 (SEB)	Visuals in all Lakeside playgrounds to remind students of expectations of behaviour.(Safe Hands Posters). Rock and Water Program embedded into classroom programs and practice. As part of ITZ for learning, significant upgrades to playgrounds were made.
Whole-school Wellbeing is measured through the collection and analysis of valid and reliable data in the form of parent and staff surveys, Sentral behaviour reports and suspension data.	Staff release – \$520	Executive to review Sentral behaviour data in term two.

Next Steps

Next steps for the Strategic Direction of Wellbeing include all staff utilising the Class Dojo program in every classroom in 2019. Staff will also undergo refresher sessions in the Rock and Water program and a introductory Rock and Water program will be delivered for parents and carers, aiming at demonstrating the key signs and strategies used at Lakeside School.

In relation to supporting staff wellbeing, next steps include the school's executive continuing to educate new and current staff on wellbeing programs and that all staff are prioritising wellbeing in at least one of their PDP goals.

Strategic Direction 3

Collaborative Partnerships

Purpose

To further strengthen and consolidate stronger, positive partnerships with all stakeholders in our educational community; encourage a culture of collaboration and engaged communication; and provide motivated leadership and effective organisational practices to ensure optimum outcomes for all graduate students.

Overall summary of progress

Lakeside School began the year by organising an information session with Liz Anderson, Regional Employment Team, NSW North, National Disability Insurance Agency. The basis of the session was to provide parents/ carers of students in Years 9–12 with relevant, up-to-date information about post-school options for their child. About 25% of the parent community who were invited to attend the workshop took up the invitation.

Lakeside continued to strengthen its connections with Post-School service providers through student and parent carer visits to eight (8) such organisations, within the Newcastle/Lake Macquarie Local Government Areas (LGAs), during Terms 2 and 3 and attendance at School Leavers Expo in July at McDonald Jones Homes Stadium, Broadmeadow.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are adequately prepared and successfully placed with a post-school service provider on completion of Year 12 in collaboration with parents/ carers.	\$520 Teacher relief \$550 SLSO Relief	Neither of the students who graduated from the school at the end of 2018 took up the opportunity to familiarise themselves with Service Providers through organised visits or supported transition visits.
All Year 12 Individual Transition Plans (ITPs) incorporate provider specific transition objectives following semester one review (Half-yearly report) to achieve relevant goals such as: <ul style="list-style-type: none">• work experience• travel training• post-school service provider targets.	\$520 Teacher relief	Direct emphasis was placed on the integration of Work Experience and Post-School Service Provider visits as part of mid-year review of Individual Transition Plans (ITP). Targeted outcomes that spoke directly to post-school life goals were implemented in the mid-year review. Parents /carers were asked to give a short list of possible service providers for all Year 12 students by the end of end of Term 3.
All students graduate with a clear record of their individual skills and levels of function. These will be communicated to community based organisations. Relevant elements – <ul style="list-style-type: none">• SWANS• Basic Skills assessments• SMART goals	\$520 Teacher relief	Using the specific strengths identified through the assessment tools outlined, the gathered information was available to be communicated to the relevant service provider, along with an individual Student Profile, Health Care Plan and Behaviour Continuum (as necessary).
Community Initiatives: <ul style="list-style-type: none">• one Community Learning Session per Semester• Positive Parenting Partnerships (PPP) workshops• Open day in terms 2,3 and 4	\$1040 Teacher relief	

Next Steps

- Continue and refine the number and diversity of the Service Providers as they become established and recognised.
- Consider specific areas of need or interest expressed by parents/carers for their son/daughter/ward post-school when arranging future Service Provider visits.
- Organise information session for all Stage 5 and 6 parent/carers with Departmental and/or relevant agencies to ensure the school's community has the most up-to-date material and evidence available to them.
- Include Transition goals in all Stage 5 and 6 ITPs and discuss these in meetings at the beginning of each year and review mid-year.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	39	37	39	39
Girls	5	5	6	4

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.78
Teacher Librarian	0.2
School Administration and Support Staff	14.35

*Full Time Equivalent

A total of 6% of staff identify as Aboriginal.

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	75

Professional learning and teacher accreditation

All staff underwent professional learning in 2018, consisting of staff undergoing mandatory training to individual training to support their Professional Development Plans. This training was done either face to face training or online. All training was directed by Department of Education Policy and the Strategic Directions set out by the school's 2018–20 School Plan.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	378,586
Revenue	2,227,508
Appropriation	2,196,515
Sale of Goods and Services	935
Grants and Contributions	28,063
Gain and Loss	0
Other Revenue	0
Investment Income	1,995
Expenses	-2,078,662
Recurrent Expenses	-2,078,662
Employee Related	-1,901,226
Operating Expenses	-177,436
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	148,846
Balance Carried Forward	527,432

A full copy of the school's financial statement can be obtained by contacting the school.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	799,506
Base Per Capita	18,111
Base Location	647
Other Base	780,748
Equity Total	98,000
Equity Aboriginal	15,630
Equity Socio economic	82,370
Equity Language	0
Equity Disability	0
Targeted Total	1,302,175
Other Total	19,789
Grand Total	2,219,470

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.

Parent/caregiver, student, teacher satisfaction

As part of our 2018–20 School Plan, one of our Strategic Directions is Wellbeing. The care and wellbeing of our students whilst at Lakeside School is our highest priority and we try to provide an environment which allows this. To assist with our future planning we sent out surveys to all parents/carers and asked them to indicate on the scale of 1 (Not evident) to 10 (Very evident) where they believed we are operating as a school. Suggestions for improvement were asked for too. The survey was adapted from Maslow's hierarchy of needs.

From the surveys received, averages for each area were calculated. The results are listed below.

Physiological or survival needs

Comfortable classrooms with well positioned equipment. **9.2**

Healthy meals and snacks and access to drinking water. **8.5**

Indoor and outdoor play areas. **9.3**

Sensory trails. **9.2**

Sporting and challenge activities. **9.4**

Gardens, ponds and natural areas. **8.8**

Further comments:

Some respondents were uncertain with the "food" question as they supply their own child with food. " Food – "My child' has his own. "

" Loves swimming, spa days. And trampoline" – " Love that he gets to use the drone. "

Safety needs

Secure, risk–assessed sites. **9.6**

Consistent, caring supervision. **8.9**

Simple, clearly explained rules. **8.9**

Clear policies and procedures for tackling bullying. **8.8**

Love, affection and belonging

Positive relationships and interactions with staff and peers. **8.5**

Evidence that diversity and difference is valued and celebrated. **8.8**

Places, times and people you can go to for help and support. **8.6**

Students' involvement in setting rules and expectations. **9**

Work displayed on the wall. **9.4**

Opportunities for group work. **9**

Peer–support programs. **8.9**

Further comments:

" The love and care 'my child' receives is exceptional !!!" " Teachers and aides have been very supportive and caring for 'my child'."

Self–esteem

Use of praise. **9.8**

Use of appropriate language to correct behaviour. **9.2**

Rewards and recognition systems. **9.2**

Opportunities to have special responsibilities. **8.8**

Further comments:

"Our child has taken on some more responsibility at the school which he loves."

Self–actualisation

Lessons that provide stimulation, challenge and opportunities to use diverse talents. **9.1**

Values and rights education. **8.4**

Taught skill based courses, including thinking and problem solving skills. **9.1**

Time for reflection. **8.8**

Use of storytelling, language and literature in the curriculum. **8.9**

Drama, art, music and movement that communicates feelings, meanings and experiences. **9.2**

Positive modelling by all school staff. **9.2**

Further comments:

Overall on the scoring of 1–10 (not evident– very evident) 85% of the respondents scored (8–10 very evident) in all areas.

" I circled all 10s because I do believe you are meeting these needs. Not just because it was easy to do." "Wonderful the school excels in the Teaching curriculum and environment.

Policy requirements

Aboriginal education

Lakeside School is strongly committed to supporting Aboriginal students and their families. In 2018 there were 12 Aboriginal students enrolled at Lakeside (27% of the school population). Across the school Aboriginal perspectives are embedded into all key learning areas which acknowledge and respect Aboriginal history past and present, connection to country and cultural heritage.

During 2018 Lakeside School continued its involvement with the Minimbah Aboriginal Education Consultative Group (AECG). Under the guidance of Shaun Skuthorpe, the Hunter Sports High School Minimbah Dance group performed at an assembly in recognition of NAIDOC week and at Lakeside's yearly Presentation Day. On both occasions the dancers had the audience entranced by their performance and interpretation of local Dreaming stories.

Sorry Day, Reconciliation Week and NAIDOC week were all acknowledged at Lakeside School in 2018 through stories, videos, art works and music which enhanced student awareness and understanding of these important events.

In the classroom and during library lessons throughout the year students had the opportunity to explore Awabakal Dreaming stories and then visit indigenous sites related to these stories to gain a greater understanding of local Aboriginal history and culture.

Multicultural and anti-racism education

Lakeside School promotes the values of acceptance and equity of Multicultural Australia. Our Human Society and its Environment (HSIE) curriculum and

creative arts program offer many opportunities to explore these values. An example of this is our Awabakal Dreaming community access program which involves students learning about local public dreamtime stories and then visiting these sites on planned community access. Our school is a setting where individual student differences are respected and valued. All staff endeavour to ensure students receive an education catering to their individual cultural and learning needs. Cultural events and programs such as Harmony Day which celebrates cultural diversity have been celebrated at our school. In 2018 we also linked with the Minibah dance group from Hunter Sports High School, who performed for our school community at two assemblies.