

## Lakelands Public School

### 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

Lakelands Public School

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## 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## 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.

#### Improvement Measures

Significant improvement in numbers of students that achieve their year appropriate expected growth in Literacy and Numeracy.

Increased use of evidence-informed pedagogy by all teachers which maximises student engagement and achievement.

Improved levels of student learning and engagement in all Key Learning Areas.

#### Progress towards achieving improvement measures

##### Process 1: Literacy and Numeracy

Ensure learning is data driven and based on formative assessment practices and learning progressions.

Evaluation	Funds Expended (Resources)
<p><b>Stage 2 completed the reading PAT test.</b></p> <p>Analysis of updated PAT data indicates:</p> <p><b>Stage 3 completed the reading and Numeracy PAT test.</b></p> <p>Analysis of Year 6:</p> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"><li>• 28% no growth</li><li>• 72% displayed positive growth.</li></ul> <p><b>Maths</b></p> <ul style="list-style-type: none"><li>• 26% no growth</li><li>• 74% displayed positive growth</li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>• 32% no growth</li><li>• 68% positive growth.</li></ul> <p>Analysis of Year 5:</p> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"><li>• 27% no growth</li><li>• 73% displayed positive growth.</li></ul> <p><b>Maths</b></p> <ul style="list-style-type: none"><li>• 24% no growth</li><li>• 76% displayed positive growth</li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>• 24% no growth</li><li>• 76% positive growth.</li></ul>	<p>7 x full days progressions reflection ES1 and S1</p> <p>7 x half day progressions reflection S2 and S3</p>

## Progress towards achieving improvement measures

### Analysis of Year 2 running records indicate that:

100% of students have shown growth in Literacy.

### Process 2: Visible Learning

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>Staff were surveyed and asked 2 questions. There were 15 responses. from 21 teaching staff.</p> <p>1. Have you used learning intentions and success criteria this year with your students?</p> <p>93.3% indicated that yes they have.</p> <p>2. Did you enable students through your teaching practices to set learning goals?</p> <p>80% indicated that yes they do.</p>	N/A

### Process 3: Engagement

Implement a whole school integrated approach to student learning in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>In both ventures that were introduced to improve community engagement (PLP BBQ, Breakfast Club, Deadly Fun Run), families who had previously not been involved in school activities attended at least one of these initiatives.</p> <p>Students continued to consistently attend the Breakfast Club throughout the year.</p>	

## 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.

#### Improvement Measures

Leadership skills and practices are evident at all levels of teacher leadership across policy implementation through designated and supported roles and responsibilities.

All staff display increased leadership capacity through opportunities and structured support from leadership mentors.

Improved relationships and levels of involvement of all school partners to improve student learning and well-being.

#### Progress towards achieving improvement measures

##### Process 1: Leadership Development

Leadership and decision making facilitated through training and mentoring opportunities.

Evaluation	Funds Expended (Resources)
Round table discussion with staff showed that there was little opportunity to share PL with interested staff in 2019. As a result, in 2020, sharing afternoons will be scheduled into PL each Semester to allow staff to provide a brief summary of learning and how it can benefit students, staff and school.	
Teacher leadership is being well supported will be ongoing in 2020.	

##### Process 2: Instructional Leadership

Mentoring leadership support to assist with implementation, in-class teaching practice, early career and experienced teachers.

Evaluation	Funds Expended (Resources)
Throughout meetings staff feedback for the targeted 20 x Casual days per stage provided great opportunity for collegial learning and planning at a stage and school level and was well received.	20 x casual days per stage.

##### Process 3: Partners

Engage all school partners to complement teaching, learning and well-being in our school.

Evaluation	Funds Expended (Resources)
67% (2 of the three) of aspects of the Wellbeing Framework have been analysed in relation to how the aspects are currently being covered at Lakelands Public School and where our areas for future development are. The remaining aspect will be analysed in Term One, 2020	

## 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.

#### Improvement Measures

All staff and students trained in and implementing Higher Order Ways 2 Learn (HOW 2 Learn).

All staff will engage in professional learning aligned to the school plan and are successful in maintaining their accreditation.

Monitor and analyse Performance and Development Plans for all staff which builds capacity across all aspects of professional practice.

#### Progress towards achieving improvement measures

##### Process 1: HOW 2 Learn

Train staff to be trainers in Higher Orders Ways to Learn (HOW2L). Implement HOW2L Phase 1 2018–19. All 6 modules. Continue implementation of Phases 2 and 3.

Evaluation	Funds Expended (Resources)
100% of staff have completed deliverables as set out in How2Learn course requirements.	Printing and stationary supplies for each module
100% of staff have implemented at least one aspect of the How2Learn language, habits and dispositions in their classroom.	

##### Process 2: Teacher Professional Learning

Professional Learning aligned with the school plan with a commitment to regular, timetabled Professional Learning Meetings focused on curriculum delivery and differentiation, student assessment and moderation.

Evaluation	Funds Expended (Resources)
All teachers participated in TPL throughout the year to support departmental system and school goals resulting in greater understanding of and stronger delivery of pedagogy to support student learning, across all stages.  <i>Use How2Learn survey results as evidence of impact.</i>  <i>100% of teachers are implementing at least one aspect of the How2Learn framework, in their classroom</i> <i>Over 70% of all teachers are including growth mindsets, Li &amp; SC and effective praise and feedback to improve student learning in their classroom.</i>	

##### Process 3: Professional Development Plans

All staff using data and evidence-based research to engage in ongoing reflective practice, which facilitates improvement in teaching. School planning and evaluation processes ensure the implementation of the school plan, within the context of the School Excellence Framework.

Evaluation	Funds Expended (Resources)



## Progress towards achieving improvement measures

Google form survey/exit slip

*On a scale of 0–10, how has your participation in SD teams improved your awareness and ownership of the school plan?*

*83% of staff have an improved awareness and ownership of the school plan.*

PDP Register annual analysis and review

*100 % of staff achieved PDP goals, 0 % of staff did not reach goal targets. If not achieved, what barriers got in your way etc*

100% of staff have completed Professional Learning directly linked to their PDP goals.

Team Budget– allocation of \$10,000 to support team PL, linked to PDP goals.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$45 000.00)</li> </ul>	Improving student outcomes, growing community involvement and developing cultural awareness have continued to be focus areas for 2019. Programs and learning activities have ensured that Lakelands Public School has built on local cultural knowledge and experience of Aboriginal elders and students as a foundation for learning across 2019. Purchasing of resources, teacher relief for parent review meetings and supporting NAIDOC activities with local indigenous experts. A targeted Literacy support program was conducted for students in stages 2 and 3 an SLSO was employed to conduct this support.
<b>Low level adjustment for disability</b>	\$125,000 total allocation:  \$84,000 staffing for 0.8 FTE, LaST. \$45,845 flexible funding for the employment of 1 x SLSO fulltime, four days per week. 2 x SLSO 4 hours a day, 5 days a week.	LaST teachers working with students K–6 in aspects of literacy and numeracy. Regular assessment and data reviews to monitor students' progress, exit students and identify new students requiring support. SLSOs in-class support, K–2, for 3 hours, focussing on literacy and numeracy, L3 and Numeracy. SLSOs in-class support, 3–6, in the afternoons working with students across the KLAs.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$60 000.00)</li> </ul>	Employment of a teacher (0.5) to support staff with professional learning. Employment of two teachers (0.5) to relieve teachers off class for professional learning sessions throughout semester one.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$265 000.00)</li> </ul>	<p>Socio-economic background funding is used to support students in a range of areas across the school. A significant proportion was designated in 2018 to employing additional teaching staff in learning and support release roles to ensure that significant school programs could continue and the school could guarantee staffing. These programs included supporting staff to work with instructional leaders, team planning days, targeted professional learning in addition to the Learning and Support allocation to ensure that students with additional needs were supported with in-class support. Learning and support teachers also worked with staff to assist with planning for learning and accommodations and adjustments.</p> <p>Staff had identified additional needs across each stage and learning and support teachers were allocated accordingly. Also, School Learning and Support Officers were employed in response to increasing numbers of student enrolment with additional support needs requiring the implementation of in-class and playground support in academic and social areas.</p> <p>Teaching resources were purchased for all KLA areas with a range of new resources being made available for students and teachers. High levels of engagement were</p>

<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$265 000.00)</li> </ul>	evidence in particular with the inclusion of increased resources for coding in the school. The technology coordinator purchased SPHEROS and other iPad run hardware for student use.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$13 000.00)</li> </ul>	Beginning teachers were involved in all professional development for staff throughout the year. The teachers were assigned a mentor to provide ongoing support. Supervisors provided feedback and support after classroom observations, learning walks and professional learning sessions. Beginning teachers successfully completed their accreditation.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	148	150	156	157
Girls	170	157	163	170

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.9	96.1	96.3	90.8
1	94.8	96.1	92.4	94.5
2	93.8	94.9	93.9	92.9
3	94.9	95.7	92.9	94.1
4	93	94.4	92.1	91.7
5	92.9	93.3	92.1	91.3
6	93	90	91.1	90.6
All Years	94.1	94.3	93.1	92.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.56
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	414,813
<b>Revenue</b>	3,128,101
Appropriation	3,045,763
Sale of Goods and Services	2,619
Grants and contributions	79,136
Investment income	584
<b>Expenses</b>	-3,151,397
Employee related	-2,765,854
Operating expenses	-385,543
<b>Surplus / deficit for the year</b>	-23,296

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	49,379
<b>Equity Total</b>	494,065
Equity - Aboriginal	42,651
Equity - Socio-economic	315,412
Equity - Language	10,040
Equity - Disability	125,962
<b>Base Total</b>	2,297,851
Base - Per Capita	74,850
Base - Location	0
Base - Other	2,223,001
<b>Other Total</b>	186,169
<b>Grand Total</b>	3,027,464

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.



## Parent/caregiver, student, teacher satisfaction

### Parents

In 2019 parent survey data indicated that:

- 84% of respondents believe that the school successfully meets their child's academic needs.
- 76% of respondents believe that the school provides good access to technology for learning.
- 79% of parents feel that communication with the school assists their child to learn.
- 80% of parents feel that their child enjoys coming to school each day.
- 89% of parents indicated that the school has a positive, optimistic feel.
- an average score of 8.4 out of a possible 10 was given in recommending our school to friends.
- 100% respondents indicated that the school actively promotes and implements the values of pride, respect, excellence and integrity
- 85% of respondents indicated that the staff at Lakelands Public School are professional, committed and caring.
- future areas for consideration were identified as increased cultural programs, improved car parking facilities and air conditioning.

### Students

Overall, student survey data indicates that students have a strong sense of connection to the school

- 75% of students reported they had a high sense of belonging.
- 75% of students reported they had positive relationships at school.
- 89% of students reported that they valued school outcomes.
- 78% of girls reported that they were interested and motivated in comparison to 62% of boys.
- 90% of students reported a strong commitment to working hard to succeed.
- Students rated effective classroom learning time as 7.9 out of 10.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.