

# Lakeside School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

Lakeside School

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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

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>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

For further information, please contact the school.

## 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.

#### Improvement Measures

Staff teaching, programming and IEP development reflect current best practice in goal setting, program differentiation, and specific approaches to improve student outcomes.

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.

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.

#### Progress towards achieving improvement measures

##### Process 1: Effective Teaching and Learning.

IEPs will be developed using SMART goals and measurable indicators with input from all relevant stakeholders.

Staff will ensure continuation of learning during transition using handover and assessment documents.

Communication Passport and indicators will be developed and utilised by staff to focus on communication outcomes.

Evaluation	Funds Expended (Resources)
Signed handover document.	
Staff surveys on Communication Passport feedback on its implementation and impact.	

##### Process 2: Curriculum Delivery.

Staff actively engaged in targeted and specific literacy, numeracy and other relevant programs.

STEAM teaching and learning programs to be introduced and implemented.

Students will be exposed to individualised programs which are relevant and engaging.

Evaluation	Funds Expended (Resources)
Use of the Cool Room as 'STEAM Hub' increasing with weekly timetable in place.	STEAM resources– DJI Phantom 4 Drone, Bee Bots, Dash and Dot, OSMO, Micro Bit.
Staff referencing STEAM programs and Teaching and Learning in PDPs, IEPs, Half Yearly and Yearly Reports.	

##### Process 3: Assessment Practices.

Staff regularly assessing students using both internal and external formats. Assessment data collected and used to inform teaching and learning.

Evaluation	Funds Expended
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**Progress towards achieving improvement measures**

<b>Evaluation</b>	<b>(Resources)</b>
All students' assessment documents signed off by classroom teachers upon completion of a review of student achievement.	

## 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.

#### Improvement Measures

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.

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.

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.

#### Progress towards achieving improvement measures

##### Process 1: Student and staff Wellbeing.

Executive to undertake training in leading and mentoring staff in relation to student and staff Wellbeing initiatives.

Staff to prioritise Wellbeing in development and documentation of PDP, planning PL that supports their personal productivity.

Evaluation	Funds Expended (Resources)
Annual review/evaluation.	

##### Process 2: Positive behaviour support interventions.

Staff to develop a plan for implementation of the Rock and Water, PBL and Class Dojo programs in a whole-school context or tailored to targeted students/ability groups.

Staff to collect qualitative and quantitative data in form of suspension data, Sentral behaviour reports and parent/staff surveys in relation to measuring the effectiveness of both student and staff Wellbeing initiatives.

Evaluation	Funds Expended (Resources)
Annual review executive/planning meeting	2X teacher relief for executive 1 day – \$1200 (SBAR)

##### Process 3: Building workforce capacity

Executive to undertake training in leading and mentoring staff in relation to student and staff wellbeing initiatives.

Staff to prioritise Wellbeing in development and documentation of PDP, planning PL that supports their personal productivity.

Evaluation	Funds Expended (Resources)
Annual review/evaluation	
PDP final review	

## 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.

#### Improvement Measures

Students are adequately prepared and successfully placed with a post-school service provider on completion of Year 12 in collaboration with parents/ carers.

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:

- work experience
- travel training
- post-school service provider targets.

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 –

- SWANS
- Basic Skills assessments
- SMART goals

Community Initiatives:

- one Community Learning Session per Semester
- Positive Parenting Partnerships (PPP) workshops
- Open day in terms 2,3 and 4

#### Progress towards achieving improvement measures

##### Process 1: Successful transitions.

Maintain strong links with service providers, gaining a strong understanding of services available and develop a greater understanding of NDIS.

Engage students in transition programs commencing in Stage 5

ITPs linked to post-school targets.

Evaluation	Funds Expended (Resources)
Annual review/evaluation.	

##### Process 2: 2. Supporting and informing our school community.

Collaborate and build connections across the whole school community.

Involved in the effective promotion of the whole school community.

Inviting parents/ carers to information sessions and agency visits, such as:

- PPP program
- school Open Days per semester
- targeted information sessions i.e. NDIS

Evaluation	Funds Expended (Resources)
Milestone Meeting. Broad cross-section of school community attend End of	Teacher Relief 1 x \$600 = \$600



## Progress towards achieving improvement measures

Year assembly, including volunteers and commercial supports.	
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### Process 3: 3. ITPs linked to post school targets.

Ensure resources are available to enable all stakeholders to attain competency in their targeted areas.

Develop a greater understanding of NDIS structure and processes.

Evaluation	Funds Expended (Resources)
Annual Review/Evaluation.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Employed 1 person for approximately 1 1/2 days per week.</p> <p>Purchased a wide range of native plants and bush tucker plants.</p> <p>Aboriginal education implemented across the whole school.</p>	<p>Initiative has been very successful with a wide range of Aboriginal education programs supported along with outdoor learning areas established such as the Yarning circle.</p>
<b>Socio-economic background</b>	<p>Employed a teacher 2 days per week.</p> <p>Employed a music therapy teacher 1 day per week.</p> <p>Hired a local sports company (Motiv8 Sports) 1 day per week for two terms.</p>	<p>Class teacher provided extra support for all students, implementing a range of educational and welfare programs. Music therapy was a great success, being highly engaging for all students. Motiv8 Sports were also highly engaging and the students found it very rewarding.</p> <p>The purchasing of a range of new technology assisted in the development of our STEAM programs and establish a STEAM hub for learning.</p>
<b>Support for beginning teachers</b>	<p>Course fees.</p>	<p>Beginning teacher attended a range of professional learning which provided her with the skills necessary to support students with a range of disabilities and complex needs.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	37	39	39	41
Girls	5	6	4	6

### 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.

### Post school destinations

All 17 senior students (Years 10, 11 and 12) indicated that they would be seeking non-tertiary or employment destinations after completing their schooling.

### Year 12 students undertaking vocational or trade training

No students undertook vocational or trade training during 2019.

### Year 12 students attaining HSC or equivalent vocational education qualification

There were five (5) students of school leaving age in 2019 and all five of the students were successful in obtaining their Higher School Certificate by satisfactorily completing the required number of units of Lifeskills Subjects.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.8
Teacher Librarian	0.2
School Administration and Support Staff	11.28

\*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 Actual (\$)
<b>Opening Balance</b>	527,432
<b>Revenue</b>	2,198,389
Appropriation	2,174,301
Sale of Goods and Services	803
Grants and contributions	21,482
Investment income	1,803
<b>Expenses</b>	-2,170,630
Employee related	-1,869,273
Operating expenses	-301,357
<b>Surplus / deficit for the year</b>	27,759

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>	1,328,186
<b>Equity Total</b>	98,545
Equity - Aboriginal	16,430
Equity - Socio-economic	82,115
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	636,213
Base - Per Capita	21,976
Base - Location	647
Base - Other	613,590
<b>Other Total</b>	77,395
<b>Grand Total</b>	2,140,339

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.

## 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 that 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.

Overall on the scoring of 1–10, 85% of the respondents scored ( 8–10 very evident) in all areas.

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

A copy of the Parent Survey, "Fostering emotional health and well-being in the school setting", was repeated in 2019 to compare the response of the school community over two consecutive years.

### ***Areas of Improvement***

#### **Physiological or survival needs**

Comfortable classrooms with well-positioned equipment.

Healthy meals and snacks and access to drinking water.

Indoor and outdoor play areas.

Sensory trails.

Sporting and challenge activities.

Gardens, ponds, and natural areas.

#### **Safety needs**

Secure, risk-assessed sites.

Consistent, caring supervision.

Simple clearly explained rules.

Clear policies and procedures for tackling bullying.

#### **Love, affection and belonging**

Positive relationships and interactions with staff and peers.

Evidence that diversity and difference are valued and celebrated.

#### **Self-actualisation**

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

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

Positive modelling by all school staff.

### ***Areas for Improvement***

#### ***Love, affection and belonging***

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

Students' involvement in setting rules and expectations.

Work displayed on the wall.

Opportunities for group work.

Peer-support programs.

### **Self-esteem**

Use of praise.

Use of appropriate language to correct behaviour.

Rewards and recognition systems.

Opportunities to have special responsibilities.

### **Self-actualisation**

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

Values and rights education.

Time for reflection.

Use of storytelling, language and literature in the curriculum.

The parent feedback was as follows:

### **Physiological or survival needs**

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

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

### ***Love, affection and belonging***

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

### **Self-esteem**

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

### **Self-actualisation**

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

This feedback has been given to the School Planning Committee for the ongoing development of strategies to produce relevant programs .



## 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.