

2020 Annual Report

Lane Cove Public School



Play the Game

2368

Introduction

The Annual Report for 2020 is provided to the community of Lane Cove 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

Lane Cove Public School
Austin St & Longueville Rd
Lane Cove, 2066
www.lanecove-p.schools.nsw.edu.au
lanecove-p.school@det.nsw.edu.au
9427 1024

School vision

To be an innovative and engaging learning environment, committed to developing resilient learners who will flourish in a dynamic and interconnected world.

The school's goals are to:

1. Ensure every student is known, valued and cared for
2. Ensure every student, every teacher and every leader improves every year
3. Develop a strong foundation in literacy and numeracy and deep content knowledge for every student
4. Foster individual interests and talents, creative thinking, problem solving, initiative and leadership
5. Nurture responsible, compassionate citizens who are resilient, life-long learners

School context

Lane Cove Public School, 810 students, (46% EALD students), is located near the vibrant community centre of Lane Cove. Established in 1876, the school has a long tradition of academic excellence and is proud of its reputation for providing a well-rounded education. The school encourages students to set goals and the expectation is that each student will achieve his/her best. Lane Cove Public School also encourages a sense of civic and social responsibility. As well as its strong academic programs the school offers an exceptional Art enrichment program, innovative STEAM initiatives as well as an outstanding extra curricular music program. The school also offers an extensive sport program and extra-curricular activities including debating, public speaking, dance and choir. Chess and various languages are available as after school activities. Lane Cove Public School has a dedicated staff supported by strong partnerships with parents and community.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Sustaining and Growing

Strategic Direction 1

Quality Teaching and Leadership

Purpose

To ensure teachers and leaders:

- know their students
- know their curriculum and content
- know best teaching practice
- welcome feedback and embrace reflection
- are collaborative, creative, innovative and effective
- understand the importance of evidence based practices to maximise student learning outcomes

Improvement Measures

All staff demonstrating Quality Teaching Framework in teaching programs and practice.

Whole school scope and sequence integrating all KLA's, shared in Google docs.

Increased capacity of teachers demonstrated through teachers being accredited at Highly Accomplished and Lead.

Progress towards achieving improvement measures

Process 1: Development of a reflective, evaluative learning culture

Evaluation	Funds Expended (Resources)
<p>Four teaching staff engaged in the Quality Teaching Rounds research project conducted by the University of Newcastle. Training in QTR was provided early 2020 and included six additional staff, bringing to a total of ten staff trained in QTR.</p> <p>Implementation of rounds delayed by COVID social distancing restrictions.</p> <p>Executive staff implemented changes to systems and practice in the giving of effective feedback to staff as part of PDP, informal observation and program discussions.</p> <p>Executive took part in professional development on visible learning through a seminar presented by John Hattie. An introduction to Visible Learning was provided to all staff in November 2020.</p>	<p>Casual relief days.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)

Process 2: Development of effective quality teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>MAPPEN subscription for one year. After evaluation from staff, this will not be renewed as we now have developed our own integrated learning program.</p> <p>Professional learning in Visible Learning for executive with John Hattie.</p> <p>Implementation of new programming templates has been delayed due to the disruption of COVID.</p>	<p>\$14,470.50 for MAPPEN subscription</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$2000.00)

Strategic Direction 2

Successful, Resilient Learners

Purpose

To ensure all students are:

- engaged
- informed with strong literacy and numeracy skills
- critical and creative thinkers
- resilient
- life-long learners

Improvement Measures

In each area of NAPLAN Literacy and Numeracy, at least 70% of Year 5 students achieving equal to or greater than expected growth .

Increased teacher confidence in STEAM as reflected in a school based survey of staff.

Student engagement levels increased as reflected in Tell Them From Me Surveys.

Fewer students presenting to Learning and Support Team with anxiety and poor resilience.

Progress towards achieving improvement measures

Process 1: Develop engaging and innovative teaching and learning practices to increase engagement levels of students and improve learning outcomes.

Evaluation	Funds Expended (Resources)
<p>A new conceptual scope and sequence for even and odd years has been developed and completed.</p> <p>Data base for STEAM ideas related to the conceptual programs has been added to the scope and sequence.</p> <p>Team teaching and mentoring STEAM with a focus on technology was provided for each class.</p> <p>Teachers have increased confidence in teaching STEAM.</p> <p>Could not complete or present major STEAM projects during Education Week due to COVID.</p>	<p>release of staff to develop scope and sequence.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3000.00)

Process 2: Create a culture where students have high expectations, feel supported, develop resilience and achieve.

Evaluation	Funds Expended (Resources)
<p>Bounce Back programs were successfully implemented K-6.</p> <p>Programs for term 1 were evaluated in Stage teams. The feedback was positive as teachers felt the program was explicit and that the activities were engaging for the students.</p> <p>Bounce Back program has been successfully implemented and well received by the students. Lessons are interesting and engage the students in meaningful lesson activities.</p> <p>Executive attended John Hattie visible learning workshops.</p>	<p>\$3,000.00 for professional learning</p>

Progress towards achieving improvement measures

Learning progressions to be looked at in 2021 as well as the use of Sentral to track and monitor students growth.

Strategic Direction 3

Connected School Community

Purpose

To ensure:

- an inspiring, improvement focussed, learning environment
- collaboration between all stakeholders
- a wide range of opportunities for all students

Improvement Measures

All classroom programs developed and shared on Google Drive.

Assessment and wellbeing data on all students being tracked.

Improved communication between school and the community as reflected in parent responses in the TTFM surveys.

Increased learning and cultural opportunities for students to engage in within the local Lane Cove community and beyond.

Progress towards achieving improvement measures

Process 1: Establishment of online systems for teachers, students and parents to ensure efficient communicating, collaborating and informing in the school community.

Evaluation	Funds Expended (Resources)
<p>All teachers using Google drive for collaborating and developing learning programs.</p> <p>Google classroom successfully implemented during COVID lockdown period. All class teachers have continued to use Google Classroom as part of their teaching and learning programs.</p> <p>Staff were provided with training about accessing the student data.</p> <p>In term 4 wellbeing data began to be entered and then tracked through Sentral.</p> <p>Parents utilising parent portal on Sentral in order to receive reports, newsletters and to book parent/ teacher interview. Student reports were successfully completed on Sentral.</p>	<p>Release for teachers for PL on Google Classroom</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$8000.00)

Process 2: Developing effective relationships with all stakeholders within the Lane Cove Public School community and with a wider community of schools.

Evaluation	Funds Expended (Resources)
<p>Community events such as the EAL/D morning tea could not occur due to the COVID social distancing restrictions.</p> <p>Worked closely with Lane Cove Council to find alternate venues for rehearsals of music groups.</p> <p>The EAL/D team has developed a list of interpreters and contacts within the community.</p> <p>The P&C Directory is now online allowing for easier communication between parents and staff to parents.</p>	

Progress towards achieving improvement measures

Executive and classroom teachers attended professional learning at other local schools in relation to Sentral..	
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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$2 749.00)	Staff and students increased their knowledge and understanding of Aboriginal culture and history through learning experiences provided. Individualised learning plans were developed for each Aboriginal student.
English language proficiency	Funding Sources: • English language proficiency (\$278 944.00)	English as an additional language/dialect (EAL/D) teachers supported the learning of 290 students. New technology and new teaching resources were purchased to support EAL/D student learning.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$107 983.00)	Additional teaching and school learning and support officer staff (SLSOs) worked with classroom teachers to support the learning of students with identified needs who required differing levels of adjustments to their learning programs.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$156 638.00)	This allocation was used to release Executive staff to mentor teachers on their teams. There was a focus on developing appropriate teacher and learning programs, practice, resources, observations and feedback and assistance with the accreditation processes.
Socio-economic background	Funding Sources: • Socio-economic background (\$7 247.00)	Access to a wide range of learning programs, excursions (including camps and overnight excursions) and incursions was facilitated for students through the use of these funds.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$23 231.00)	Funding was provided to allow teachers in their first year of teaching and teachers in their second year of teaching to access extra release from face to face teaching as well as time for their mentors.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	406	424	430	409
Girls	443	457	437	417

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	95.3	95.9	95.2
1	96.4	95.6	95	95
2	95.6	95.3	95.2	95.8
3	96.2	95	95.7	95.1
4	95.8	95.9	95.3	96.4
5	95.6	96.2	93.6	94.8
6	94	95.3	95.5	95.1
All Years	95.6	95.5	95.2	95.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	32.3
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	4.87

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	440,940
Revenue	7,220,672
Appropriation	6,855,303
Sale of Goods and Services	7,519
Grants and contributions	347,534
Investment income	1,930
Other revenue	8,385
Expenses	-7,458,854
Employee related	-6,823,777
Operating expenses	-635,077
Surplus / deficit for the year	-238,182
Closing Balance	202,758

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.

	2020 Approved SBA (\$)
Targeted Total	147,815
Equity Total	396,924
Equity - Aboriginal	2,749
Equity - Socio-economic	7,247
Equity - Language	278,944
Equity - Disability	107,983
Base Total	5,668,259
Base - Per Capita	208,517
Base - Location	0
Base - Other	5,459,742
Other Total	458,725
Grand Total	6,671,723

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parents, students and teachers took part in the Tell Them From Me surveys. The findings include the following:

In 2020 Lane Cove Public School took part in the Tell Them From Me Surveys. All students in Years 4-6 were invited to participate as were the parents and teachers. We had 305 students respond, 174 parents and 38 teachers. For 2021 there will be an effort to get more parents to participate to achieve a more representative response.

Student Outcomes and School Climate 305 respondents

Student participation in extracurricular activities

Percentage of students with a high rate of participation in art, drama, or music groups, extracurricular school activities, or a school committee.

* 59% of students in this school had a high rate of participation in extra curricular activities. The NSW Govt norm for these years is 55%.

* 63% of the girls and 52% of the boys in this school had a high rate of participation in extra curricular activities. The NSW Govt norm for girls is 66% and for boys is 44%.

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

* 71% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%.

* 68% of the girls and 75% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

* 86% of students in this school had felt they had positive relationships at school. The NSW Govt norm for these years is 85%.

* 88% of the girls and 84% of the boys in this school felt they had positive relationships at school. The NSW Govt norm for girls is 88% and for boys is 83%.

Students who are interested and motivated

Students are interested and motivated in their learning

* 69% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%

* 73% of the girls and 64% of the boys in this school were interested and motivated. The NSW Govt norm for girls is 83% and for boys is 73%.

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

* In this school, students rated Effective Classroom Learning Time 7.9 out of 10. The NSW Govt norm for these years is 8.2.

* In this school, Effective Classroom Learning Time was rated 8.0 out of 10 by girls and 7.8 out of 10 by boys. The NSW Govt norm for girls is 8.4 and for boys is 8.1.

Relevance

Students find classroom instruction relevant to their everyday lives.

* In this school, students rated Relevance 7.7 out of 10. The NSW Govt norm for these years is 7.9.

* In this school, Relevance was rated 7.8 out of 10 by girls and 7.6 out of 10 by boys. The NSW Govt norm for girls is 8.1 and for boys is 7.8.

Positive teacher-student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

* In this school, Positive Teacher-Student Relations were rated 8.0 out of 10. The NSW Govt norm for these years is 8.4

* In this school, Positive Teacher-Student Relations were rated 8.2 out of 10 by girls and 7.8 out of 10 by boys. The NSW Govt norm for girls is 8.6 and for boys is 8.2.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

* In this school, students rated positive learning climate 6.3 out of 10. The NSW Govt norm for these years is 7.2

* In this school, positive learning climate was rated 6.2 out of 10 by girls and 6.4 out of 10 by boys. The NSW Govt norm for girls is 7.3 and for boys is 7.2.

Expectations for success

The school staff emphasises academic skills and holds high expectations for all students to succeed.

* In this school, students rated Teachers' Expectations for Academic Success 8.2 out of 10. The NSW Govt norm for these years is 8.7.

* In this school, Teachers' Expectations for Academic Success were rated 8.4 out of 10 by girls and 8.0 out of 10 by boys. The NSW Govt norm for girls is 8.8 and for boys is 8.6.

In most areas Lane Cove Public School is meeting the expectations of the students at a similar level to the rest of the state.

Parent participation at Lane Cove Public School - 174 Respondents

Parents were asked how often they spoke with a teacher throughout the year:

40% responded two or three times a year. 20% responded more than three times a year. 35% responded once and 5% responded never.

Parents were asked how often they attended meetings throughout the year:

10% responded more than three times. 22% responded two or three times. 50% responded only once and 18% responded never.

Parents were asked if they are involved in school committees:

24% responded yes. 76% responded no.

2020 saw COVID-19 and the social distancing restrictions impacted on the ability of parents to engage fully with the school. However it is clear we need to do more to engage parents in the school. We will continue to make Lane Cove Public School an inviting place where collaborative partnerships are celebrated and nurtured.

Teacher satisfaction - 38 respondents

Teachers were asked about the educational leadership at Lane Cove Public School.

78% agree or strongly agree that school leaders are leading improvement and change while 5% disagreed.

71% agree or strongly agree that there is clear communication of a strategic vision for the school while 24% were undecided and 5% disagreed..

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.