

2020 Annual Report

Lake Illawarra South Public School



3867

Introduction

The Annual Report for 2020 is provided to the community of Lake Illawarra South 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.

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Message from the principal

As we reflect on 2020, there are many words to describe what was a year unlike any other; tumultuous, unpredictable, unprecedented and testing. Through it all, we persevered to connect, collaborate and innovate to support our students and families. The COVID-19 pandemic forced our school to abruptly morph into a virtual learning environment. We ensured the continuity of education for our students through our innovative use of technology and our willingness to support parents and families through the difficult balancing act between work and learning from home.

The staff of Lake Illawarra South Public School, throughout 2020, have shown themselves to be a group of dedicated and professional educators. At every turn, when we faced another challenge, they turned it into a positive. The work they do each day is astounding. Watching them engage with students, building relationships, supporting, including, accommodating and adjusting to cater for all, is a joy. The significant role they play, in the lives of every student who comes through our gates, has a ripple effect in the homes of our families and it extends into the wider community.

2020 sees the conclusion of our current School Plan. It is the culmination of three years of dedicated work by the staff, students and community to enhance and improve our school. In that time, the school has begun its transformation from the improvements to learning spaces such as the library and classrooms and the outdoor spaces to the redesign of scope and sequences for teaching instruction and learning. This period has also seen a significant amount of work in ensuring our students are prepared for this ever-changing world through the purchase of digital devices such as robots and Chromebooks. This work is incessant and continuous. 2021 is the beginning of a new four-year planning cycle for all public schools in New South Wales. As a principal and educator, it is an exciting time to be at the forefront of innovation and change for Lake Illawarra South Public School. Our new School Improvement Plan will move us forward to an even more successful future.

Karen Simula

School vision

To work with families and communities to mold confident, prepared and engaged young people with the desire and skills to thrive in an increasingly global and technological world.

School context

Lake Illawarra South Public School is situated on the shores of the picturesque Lake Illawarra and is part of the dynamic Lake Learning Community of Schools.

Currently, the school has a student population of 238 students, including 18 Aboriginal students, in 10 mainstream classes.

The school is focused on delivering diverse and challenging learning opportunities that support the development of the "whole child". There is a strong emphasis on strengthening partnerships within the community and on student wellbeing to enable students to connect, thrive and succeed. An active and supportive Parents and Citizens Association works closely with staff to enhance the learning and physical environment of the school.

The diverse staff at Lake Illawarra South Public School value quality teaching and utilise a range of professional learning opportunities to constantly reflect on and refine best practice. The school aims to deliver an integrated curriculum that includes innovative and high quality learning experiences for all students. Lake Illawarra South Public School is a "Bump It Up" school and is focused on improving the literacy and numeracy results of all students K-6.

There is a strong emphasis on the integration of technology and future focused learning into classroom activities that enhance student learning and provide opportunities for our students to connect and thrive in a globally connected world.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

Strategic Direction 1

Building a Positive Education Culture

Purpose

- Build a positive education culture that is proactive and evaluative where all can connect, thrive and succeed
- Establish and develop an inclusive and collective model of wellbeing
- Create a culture of a shared responsibility

Improvement Measures

Improved levels of student wellbeing and engagement

Staff demonstrate consistent and positive responses to student behaviour

Increased community participation in school based events and engagement in decision making processes

Progress towards achieving improvement measures

Process 1: Support for Students

- Quality teaching and learning programs and support mechanisms exist to build the capacity of students to engage with the whole school community in a positive manner

Evaluation	Funds Expended (Resources)
<p>Resources have been purchased for the Eastern and Western playground and are utilised on a daily basis by students.</p> <p>One staff member attended SRC training and a plan for revised implementation has been drafted. COVID-19 restrictions prevented implementation in 2020.</p> <p>The additional classroom identified for refurbishment as a sensory space is currently utilised by the school chaplain. COVID-19 restrictions prevented substantial work being done on the site.</p> <p>TTFM data indicates that students from Lake Illawarra South Public School have the second highest self-reported positive wellbeing results within the Lake Illawarra South network at 87.9%.</p>	\$4500 for playground equipment SRC training - 1 x casual day, Course costs \$500

Process 2: Positive Wellbeing Model

- Draw on evidence-based research to review, refine and implement a whole-school positive wellbeing model where all students can connect, thrive and succeed

Evaluation	Funds Expended (Resources)
<p>Review of classroom timetables shows that Morning Meetings, Brain Breaks and Ready To Learn scales are utilised in 80% of classrooms and structure does vary according to the needs of particular cohorts.</p> <p>An overview of the Berry Street Education Model and the social emotional learning scope and sequence for all students has been developed and will be presented on the Staff Development Day in Term 1, 2021.</p>	Casual days x 3 to cover developing of SEL scope and sequence

Process 3: Staff, Parent and Community Engagement

- Build shared understanding within the community about best practice strategies to support students in key areas of need
- Facilitate positive relationships between and among members of the wider school community

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Sentral and COVID records of parent contact indicates that every family received meaningful, positive contact from a member of staff throughout 2020.,

Next Steps

Work will continue to consolidate the improved school culture but will not be a substantial focus of the Strategic Improvement Plan 2021-2024. The focus will shift to ensuring genuine engagement of the school parent community in improving student wellbeing and learning outcomes.

Strategic Direction 2

Delivering Evidence Based Practices

Purpose

- Create an educational culture of reflection, collaboration and empowered teaching practice
- Embed high impact, evidence based pedagogies that foster student engagement, maximise learning and promote success

Improvement Measures

Significant improvement in the number of students achieving one year's growth for one year's learning

Increased proportion of students achieving in the top two bands of NAPLAN

Effective PDP process drives differentiated professional learning that aligns with strategic directions

Progress towards achieving improvement measures

Process 1: Curriculum

- Deliver a high impact, engaging curriculum that is based on an evidence based progression of learning in literacy and numeracy

Evaluation	Funds Expended (Resources)
<p>NAPLAN was not undertaken in 2020 due to the spread of Coronavirus. Students in Years 3 and 5 completed the Check in Assessments as an alternative. This was an optional assessment for the school to undertake. Results indicate students are performing slightly below the similar school group in reading and Year 5 numeracy. Numeracy results for Year 3 were slightly higher than similar schools.</p> <p>Staff completed an in depth analysis of the school's results over the last three years to determine the next steps.</p> <p>Staff implemented the revised English scope and sequence focused on explicit teaching strategies throughout the teaching learning cycle. In teaching programs, there is demonstrated evidence of improved content, knowledge and skills consistency of content. Further analysis of staff feedback indicates professional learning in 2021 needs to focus on explicit teaching strategies and ensuring all staff have high expectations for all students.</p>	

Process 2: Evidence Based Pedagogy

- Ensure teaching programs are data driven, based on sound formative assessment practices and demonstrate the use of evidence based pedagogies
- Use learning intentions, success criteria, goal setting and feedback to drive learning that is personalised, explicit and engaging for all students

Evaluation	Funds Expended (Resources)
<p>Students' ability to discuss their learning varied significantly across the school. Older and more able students were able to clearly articulate what they were learning about. The majority of students found it challenging to describe why they were learning about various topics in a meaningful way. Teachers collaboratively developed effective and curriculum aligned learning intentions and success criteria in literacy and numeracy during stage-based planning days. These are evidenced in teaching programs. Staff feedback indicates further professional learning and support is required.</p> <p>Due to COVID-19 restrictions, the school was unable to hold a parent focus group about their understanding of learning intentions and success criteria.</p>	

Progress towards achieving improvement measures

Process 3: Collaborative and Reflective Practice

- Utilise school based structures and resources to best support active collaboration, teacher professional learning and drive evidence based, reflective practices

Evaluation	Funds Expended (Resources)
<p>Collaborative planning days continued throughout 2020 to ensure consistency of curriculum delivery across each stage and to provide time for authentic professional dialogue. Executive staff led these twice termly meetings. Staff provided positive feedback about the support they received and the collaborative practices that developed.</p> <p>Effective PDP processes were implemented but COVID-19 restrictions impacted the availability of face to face professional learning for staff. All staff engaged in online professional learning opportunities throughout the year. Staff focused on areas of both need within their classroom and personal goals. PDP process was completed by all staff.</p> <p>Internal professional learning sessions were conducted online via <i>Zoom</i> as a result of COVID-19 restrictions. This professional learning focused on the development of the Situational Analysis and the Strategic Improvement Plan 2021-2024. Staff feedback indicates the process was inclusive and valuable in understanding the current needs of the school, students, staff and parent community.</p> <p>School wide assessment procedures were evaluated in Term 1 and revisions made in preparation for the 2021 school year.</p> <p>School wide expectations were developed to ensure Learning Intentions and Success Criteria were a feature of teaching programs and communicated to students at the beginning of each lesson in reading, writing and mathematics. Learning Intentions and Success criteria are collaboratively developed</p>	<p>QTSS allocation \$40 000</p> <p>Principal Support Allocation \$11 000</p>

Next Steps

As a result of deep analysis of student results through the development of the situational analysis, staff will engage in professional learning to broaden their explicit teaching practices. Staff will also use effective data collection strategies to determine the next steps in student learning and to reflect upon the effectiveness of teaching and learning strategies.

Strategic Direction 3

Future Focussed Learning

Purpose

- Prepare students to thrive in a rapidly changing and interconnected world
- Connect with and engage students through innovative teaching and learning
- Support students to become self-regulated learners
- Develop students critical and creative thinking skills and their ability to solve complex problems

Improvement Measures

Improved use of technology to support teaching and learning programs in a meaningful manner

Students demonstrate increased ability to apply critical and creative skills to problem solving situations

Progress towards achieving improvement measures

Process 1: Access to Technology

- Professional learning and resourcing to support teachers and students to engage with innovative technology and learning experiences

Evaluation	Funds Expended (Resources)
<p>All teaching programs have evidence of integrated ICT where appropriate. Specialist digital tech resources e.g. robots and devices were centrally located; however, the use across the school was inconsistent. Staff feedback indicates further professional learning in this area would enhance their confidence and their ability to integrate effectively.</p> <p>A team teaching strategy was employed to build staff capacity but was interrupted by COVID-19 restrictions.</p> <p>Digital technology units of work were developed and trialled in term 3. Reflection and evaluation of the units was undertaken in Term 4. Adjustments to the units were made. Significant purchases were made to support the units of work.</p> <p>ICT skills were mapped and incorporated into Stage based scope and sequences.</p> <p>Peripherals were purchased ready for use in 2021 and software licences purchased to support remote learning.</p> <p>Surveys sent out to parents during remote learning to ascertain level of support required to access digital platforms and devices. School supported students who required digital devices through loan register. Families indicated this was extremely valuable and improved students' access to online learning resources.</p>	\$14 000

Process 2: Critical and Creative Thinking

- Teaching and learning programs are designed to challenge students to engage creatively and critically in authentic and meaningful learning

Evaluation	Funds Expended (Resources)
<p>Staff did not participate in Minds Wide Open professional learning due to COVID-19 restrictions.</p> <p>Professional readings regarding Critical and Creative Thinking were shared with staff. Critical and creative thinking opportunities were discussed during</p>	

Progress towards achieving improvement measures

Stage planning days.

This initiative was heavily impacted by COVID-19 restrictions in 2020 which meant many milestones were not met.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$16 000.00) 	<p>Personalised learning plans were implemented to support Aboriginal and Torres Strait Islander students improve outcomes in target areas. Both academic and cultural goals were developed at the beginning of the year and were reviewed throughout the year at regular intervals.</p> <p>An Aboriginal identified teacher was employed for 2 days per week for Semester 2 to support Aboriginal and Torres Strait Islander students.</p> <p>All students took part in a traditional bush tucker food tasting during NAIDOC Week. This was subsidised by the school.</p>
Low level adjustment for disability	<p>0.8 Staffing Allocation</p> Funding Sources: <ul style="list-style-type: none"> • Integration funding support (\$60 000.00) • Literacy and numeracy (\$30 000.00) 	<p>Support for students in classrooms who do not receive Integration funding support. Support provided individually and in small groups by Learning and Support Teachers. 0.8 staffing allocation was utilised.</p> <p>The Learning Support Team targeted students with specific numeracy and literacy programs. School Learning Support Officers delivered individually designed programs to meet the needs of students.</p> <p>Students requiring adjustments and accommodations are catered for within the school. Individual Education Plans and Behaviour Support Plans were developed at the beginning of the year and reviewed on a regular basis throughout the year at regular intervals.</p> <p>Teacher employed 6 hours per week to deliver literacy support in Early Stage 1 and Stage 1.</p> <p>Engagement of SLSO to support individual students and groups of students within the classroom and on the playground.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$42 000.00) 	<p>Funds were utilised to release teachers to plan collaboratively and to engage in professional learning in stage teams.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$112 000.00) 	<p>An additional teacher was engaged for 2020 to minimise class sizes and enable students to receive more targeted support.</p> <p>Funds were targeted to support students and families in a broad range of learning opportunities such as school camps, excursions and sporting programs.</p> <p>The Speech Pathology Intervention Program was unable to go ahead due to COVID-19 restrictions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	121	116	107	96
Girls	120	119	109	104

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.9	95.2	91.8	94.2
1	93.8	94	93.2	92.3
2	95.4	92.3	92.9	92
3	93.7	94.5	91.7	93.2
4	94.8	91	92.2	93.3
5	94.4	93.1	89.9	95
6	93.3	93.6	91.2	89.3
All Years	94.5	93.4	91.8	92.7

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
Assistant Principal(s)	2
Classroom Teacher(s)	7.3
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*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	396,843
Revenue	2,119,111
Appropriation	2,101,443
Sale of Goods and Services	2,484
Grants and contributions	14,798
Investment income	385
Expenses	-2,226,791
Employee related	-1,896,268
Operating expenses	-330,523
Surplus / deficit for the year	-107,680
Closing Balance	289,163

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	56,003
Equity Total	283,428
Equity - Aboriginal	23,677
Equity - Socio-economic	135,957
Equity - Language	2,898
Equity - Disability	120,896
Base Total	1,557,075
Base - Per Capita	51,949
Base - Location	0
Base - Other	1,505,126
Other Total	113,620
Grand Total	2,010,126

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

Students in Years 4 to 6, parents and staff participated in the Tell Them From Me surveys to gauge satisfaction with the school in Term 4. The scores for the Likert-format questions (i.e. strongly agree to strongly disagree) have been converted to a 10-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position.

Parent responses

Parents feel welcome when they visit the school 8.2 compared to 7.4 state average.

Parents feel informed 7.8 compared to 6.6 state average.

Parents indicated that the school supports positive behaviour 8.2 compared to 7.7 state average.

Parents indicated that the school supports learning 8.2 compared to 7.3 state average.

Parents indicated that the school is inclusive 8.2 compared to 6.7 state average.

Student responses

85% of students had a high rate of participation in sports.

86% of students value schooling outcomes.

Students find classroom instruction relevant to their everyday lives 7.1

Students feel important concepts are taught well and evaluations support class objectives 7.3

Students feel teachers are responsive to their needs and encourage independence 7.1

Staff responses

Teachers discuss learning problems of particular students with other teachers 8.7

Teachers discuss the learning goals for lessons 8.9

Teachers use results from formal assessments to inform their lesson planning 8.4

Teachers give feedback to students to bring them closer to achieving their goals 8.9

Teachers establish clear expectations for classroom behaviour 9.4

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.