

2020 Annual Report

Lakelands Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
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	Sustaining and Growing
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

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>One staff member to begin L3 Kindergarten training. Two to continue OPL. Launch Rainbow Reading K-6. All K-2 teachers half-day data feedback professional learning using seven elements required for progressions.</p> <p>Participation data in Rainbow Reading collected and collated. ES1 teachers whole day data feedback professional learning using seven elements required for progressions.</p> <p>One staff member continues L3 Kindergarten training, two completing OPL. All teachers K-6 two hour data feedback professional learning using seven elements required for progressions.</p> <p>PL focus was not a half-day K-2 it was K-6 and only one hour. Feedback from this session was there was not enough time. changed to two-hour sessions twice a term incorporating Stage planning days.</p> <p>K-2 Rainbow reading results show K-2 93% student participation and 3-6 43% participation. Achievement levels of students in K-2 were higher than that of students in 3-6.</p> <p>40-week results L3 for the one Kindergarten teacher undertaking training show significant growth for students in that class. L3 OPL will be completed by that teacher in 2019.</p>	

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 members attended the conference and bought back Visible Learning strategies to share with classroom teachers.</p>	

Progress towards achieving improvement measures

Preparation for Term 2 School Development Day session introducing Visible Learning tools across the school K-6. Stage teams continue to introduce and implement Visible Learning Strategies in their classrooms.

Visible learning that includes learning intentions and success criteria is developing in English and Mathematics K-6.

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)
This process was not completed in 2020. The process was too large for the team that was to complete it. In 2020 we will move away from one central team looking after Welfare, Aboriginal Education, Live Life Well and SRC. The format for 2021 will revert to specific teams to support initiatives in the school.	

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)
<p>2018-20 School Plan completed for validation by Director and submitted in SPaRO with a copy on School website. Executive Professional Learning Goals used to identify leadership development professional learning. Each executive allocated at least one aspiring leader to mentor. Exec staff attend professional learning around NESA registration.</p> <p>Session held looking at NESA requirements. Timetables reviewed by classroom teachers. Scope and sequences are being collected across the school.</p> <p>Four beginning teachers completed their Proficient Teacher accreditation during 2018 using the newly developed Lakelands Public School Beginning Teachers policy. Teacher mentors worked closely through the year.</p> <p>Creating leadership structures with embedded roles, responsibilities and accountabilities. Greater focus on how all leadership decisions are linked with 2018-20 School Plan. Implementing a model of Executive working with an aspiring leader to implement a Strategic Direction.</p>	

Process 2: Instructional Leadership

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

Evaluation	Funds Expended (Resources)
<p>Three funded Beginning Teachers have monitored their spending with the School Administrative manager and the Principal. One teacher needing to increase the time by another hour each week for the Second Semester. Two other teachers are on track to fulfill spending requirements by years end.</p> <p>Teachers to have completed Proficient Teacher Accreditation utilising all funding allocated to them for the year.</p>	

Process 3: Partners

Progress towards achieving improvement measures

Process 3:

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

Evaluation	Funds Expended (Resources)
<p>The new PLP process fully implemented with PLP's now located with the classroom teacher to ensure reflection on goals with students. SLSO employed with Aboriginal Background Loading to support all Aboriginal students K-6 to achieve their identified goals.</p> <p>Mural at front of school completed.</p> <p>Second PLP meeting held to review goals for all students. All but one family who attended the first meeting attended the second meeting. All families indicated that they valued the process undertaken in 2018.</p>	

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)
The HOW2Learn team completed their own training process covering all three phases. All staff was trained in Phase 1 with Phase 2 and 3 to be completed over 2019-20. HOW2Learn was not completed in 2020 due to restrictions in Professional Learning due to COVID-19.	

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)
Many staff completed numerous professional learning sessions related to their PDP and 2018-20 School Plan. Additional funds were allocated to support not only teacher professional learning but that of SASS staff. 2019 budget will again be supplemented to support whole-school professional learning.	

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)
Final evaluation and completion of the 2020 PDP process have been completed by all staff. Future directions for each teacher have been identified to support preparation for 2021 goals.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$58 778.00) 	New PLP process fully implemented with PLP's now located with the classroom teacher to ensure reflection on goals with students. SLSO employed with Aboriginal Background Loading to support all Aboriginal students K-6 achieve their identified goals.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$35 695.00) 	Learning Support Team worked tirelessly throughout the year with meetings each week to identify and assist students with low-level learning adjustments. The Learning Support Team worked through the COVID lockdown managing student need via remote learning and telephone calls. The Learning Support Team successfully managed the school resources ensuring the limited funds available were best utilised to support our most at-risk students.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$56 000.00) 	All staff worked toward adding progressions to the classroom programs. Some attempted identified markers and others found the markers that linked to their activities. It was concluded that finding the progression to match the activity was the most successful way to account for progressions in a teachers program.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$178 000.00) 	All initiatives supported by this funding source were reviewed and deemed successful on analysis of available data. All initiatives will be implemented in the next school year. Staff will have input early next year to how to use any extra funding that may become available in the next school budget allocation.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$11 000.00) 	With L3 support concluding at the end of 2020, all Kindergarten teachers had completed their two-year training.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	150	156	157	155
Girls	157	163	170	184

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	96.3	90.8	93.8
1	96.1	92.4	94.5	92.3
2	94.9	93.9	92.9	92.8
3	95.7	92.9	94.1	91.4
4	94.4	92.1	91.7	91.8
5	93.3	92.1	91.3	91.2
6	90	91.1	90.6	90
All Years	94.3	93.1	92.3	92
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)	3
Classroom Teacher(s)	12.72
Literacy and Numeracy Intervention	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, 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	391,516
Revenue	3,311,732
Appropriation	3,295,723
Sale of Goods and Services	2,108
Grants and contributions	13,703
Investment income	198
Expenses	-3,466,682
Employee related	-3,086,391
Operating expenses	-380,291
Surplus / deficit for the year	-154,950
Closing Balance	236,567

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	21,736
Equity Total	558,409
Equity - Aboriginal	57,579
Equity - Socio-economic	362,549
Equity - Language	5,452
Equity - Disability	132,829
Base Total	2,507,487
Base - Per Capita	78,645
Base - Location	0
Base - Other	2,428,842
Other Total	177,299
Grand Total	3,264,931

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

As part of the consultation process for the development of the new school plan 2021-2024 staff, students and community members were surveyed to elicit responses regarding their opinion about the school. Comments included:

Lakelands Public is a school with very good quality teachers that obviously care about the students in their care.

The school provides our children with a wide variety of educational experiences.

The staff is kind, caring, helpful, driven, intelligent and approachable - always striving to learn more.

Teachers at Lakelands Public School are excited about the idea of achieving excellence and improving all they do.

Lakelands Public School is a wonderful environment for our kids and it has a great reputation.

The school has a culture where the children encourage and support each other and are accepting of different groups.

Lakelands Public School is a friendly nurturing environment with a friendly and accommodating staff.

Student opinions about the school were also sought, with a large majority of students indicating that the school catered for their learning needs and the learning needs of other students, and the school encourage them to achieve their best.

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.