

# 2020 Annual Report

## Lakeside School



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# Introduction

The Annual Report for 2020 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

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Lakeside School

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## School vision

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>

### 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	Delivering
LEARNING: Reporting	Delivering
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	Sustaining and Growing

## 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)
All staff are now using SMART goals in developing their IEPs/ ITPs and handover of student information is being shared between classroom teachers.  Initiatives to establish relations with therapists from Newcastle University did not occur due to COVID 19.	SLSOs released to attend IEP/ ITP meetings at the beginning of the year. (\$2100 Socio economic background funding)

##### 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)
Workstations have been established in the junior classes to implement the TEACCH program.  All staff have effectively utilised technology for their teaching and learning to increase parent engagement. This was particularly noticeable during the ' Working from Home' period due to COVID 19 with all staff utilising technology to engage with parents/ carers on a daily basis.  All students have participated in Music Therapy sessions on a weekly basis.	STEAM resources purchased (\$25000)  Socio-Economic Background (\$41600)  Music Therapy (\$18470)

## Progress towards achieving improvement measures

Aboriginal education has been strongly embedded across the whole school. This has been driven by our RFF teacher to ensure all staff have the capacity to deliver Aboriginal education.

### 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 (Resources)
All teaching staff have utilised assessment tools such SWANS and the Communication Passport. Participation in the trial stages for Assessment for Complex Learners was limited due to COVID 19 restrictions. Staff was unable to participate in any professional learning on its implementation.	Nil

## 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)
<p>The implementation of positive behavioural support programs such as Rock and Water and In The Zone (ITZ) are implemented schoolwide. New staff have received training in these programs to facilitate their implementation. Executive members/ supervisors have prioritised the importance of collegial wellbeing which has resulted in staff feeling valued and confident they are going to be supported in challenging situations.</p> <p>Facility upgrades have further supported the well-being of students and staff. Ongoing playground upgrades continue to support our ITZ initiatives.</p>	<p>Rock and Water booklets - \$520</p> <p>Student Wellbeing Programs - \$3800</p> <p>Facility upgrades - \$18000</p>

##### 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)
<p>A focus on positive student welfare programs to support student learning and sensory needs has contributed to a significant reduction of negative behaviours and suspensions. Suspensions were reduced by 79 days (2019) to 12 days in 2020. Over the past several years these programs have supported the ongoing reduction of suspensions and will continue to remain a focus for our 2021-24 planning cycle.</p>	<p>Outdoor Sensory Learning Area - \$20000</p>

##### Process 3: Building workforce capacity

## Progress towards achieving improvement measures

**Process 3:** 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.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
Teaching, learning and welfare programs can offer promising outcomes, however, if staff are not adept in delivering them professional learning and support, they will not deliver to their full potential. Staff have participated in a variety of professional learning activities for wellbeing programs such as Rock and Water, Class Dojo and ITZ to assist student learning. With a better understanding of the principles which guide these programs, staff have been more confident and successful in implementing them. This has further supported the reduction of behavioural incidents and suspensions.	Professional Learning - \$3000



## 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)
Due to the effects of COVID 19, members of the school population were unable to move around in the broader community and we were not able to invite parents or members of the public into the school to hold any Transition Plan review meetings	No additional funding required.

##### 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
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The school's End Of Year Assembly was limited to students and staff only and was streamed to parents. This was due to the restriction in place because of COVID 19.</p> <p>The Graduation Lunch went ahead under COVID restrictions, with all students having family members or carers present to congratulate them on their achievements.</p>	Teacher Relief 1 x \$650

### 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)
<p>All School Leavers had undertaken a "School Leavers Individual Transition Plan" meeting under the guidance of Tom Davison (ISTT) and commenced contact with their chosen post-school Service Provider.</p> <p>Unfortunately, however, follow-up phone calls were not made in the second half of the first Semester in the following year to "check-in" with the parents/carers of each of the school leavers. This was due in no small part to the additional requirements for phone calls and zoom meetings due to the closure of the school due to COVID 19.</p>	No additional funding required.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$18352	Being able to visit actual sites mentioned in the Awabakal Dreaming stories has made class activities more meaningful for students as they have 'concrete examples' of the landforms and local environment. Students have been able to utilise local places as tools to create their artwork. this understanding has been further enhanced with access to specialist teachers during visits to the Awabakal Environmental Education Centre.
<b>Socio-economic background</b>	SLSO release to attend IEP/ ITP meetings - \$2100  Implementation of the TEACCH Program - \$3280  Lesson Observations - \$2080  Student Wellbeing programs - \$3800  Facility upgrades - \$18000	Providing additional staff to assist in implementing targeted learning and wellbeing programs has supported increased student engagement further supported by a variety of wellbeing initiatives. This has resulted in a reduction of challenging behaviours and student suspensions.  These programs will continue to remain a focus for the next planning cycle of 2021-24.
<b>Support for beginning teachers</b>	Part of Initiative Funding (Provided as a budget adjustment)	Lakeside School teaching staff will evaluate their practice through monitoring and maintaining accreditation at proficient level. This will be achieved through consultation with the school leadership team and engagement in professional learning and SMART goal setting in PDPs.  In the next four year school planning cycle, teachers will investigate the opportunities of higher forms of accreditation at HAT or LEAD.
<b>SSP Supplement</b>	Supplementary Funding \$242000	Staff being able to deliver more intensive support in the areas of Literacy and STEAM with specialist teachers. Extra SLSOs have supported class programs to increase student engagement and therefore reducing challenging behaviours.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	39	39	41	36
Girls	6	4	6	10

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

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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)	5.8
Teacher Librarian	0.2
School Administration and Support Staff	9.52

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	555,191
<b>Revenue</b>	2,503,209
Appropriation	2,486,673
Sale of Goods and Services	723
Grants and contributions	15,198
Investment income	614
<b>Expenses</b>	-2,278,420
Employee related	-2,102,847
Operating expenses	-175,573
<b>Surplus / deficit for the year</b>	224,788
<b>Closing Balance</b>	779,979

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

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

	2020 Approved SBA (\$)
<b>Targeted Total</b>	856
<b>Equity Total</b>	122,715
Equity - Aboriginal	18,352
Equity - Socio-economic	101,136
Equity - Language	3,227
Equity - Disability	0
<b>Base Total</b>	1,928,856
Base - Per Capita	22,526
Base - Location	647
Base - Other	1,905,684
<b>Other Total</b>	328,928
<b>Grand Total</b>	2,381,355

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

Parent feedback in 2020 has been both positive and informative in guiding our future directions. The unexpected learning conditions in early 2020 due to COVID 19 meant that we had to work from home and deliver remote learning. This resulted in everyone having to embrace many new methods of delivery. Lakeside staff engaged parents daily through a variety of media, however, one of the most successful mediums was through social media and film. Lakeside School received 100% positive feedback from Facebook posts, covering a variety of teaching and learning initiatives being undertaken. This has resulted in an ongoing connection with the school community in 2021.

The planning process for our 2021-24 School Plan commenced in Term 4, 2020 which involved a parent/ carer survey. The response was 100%. Parent/ carers were asked to rate the importance of each area from 'Not Applicable', 'Not Important', 'Important' to 'Very Important'. Survey responses identified Literacy, Numeracy, Well-being, Sport, Sensory programs, and Community Access.

The planning committee analysed results, identifying what parents/ carers considered to be 'important' to 'very important' for their child. The results were:

- Literacy - 80.5%
- Numeracy - 73.2%
- Wellbeing - 95.1%
- Sport - 92.7%
- Sensory - 97.5%
- Community Access - 95.1%

Results from the survey were analysed and the planning committee conducted a Situational Analysis, utilising both internal and external quantitative and qualitative data. Our school planning process was also firmly directed by the School Excellence Framework. Analysis of these results, we were able to identify two Strategic Directions in Wellbeing and Positive Partnerships. Student growth and attainment (Strategic Direction 1) has been set as mandatory by the Department of Education.

**'Strategic Direction 1 - Student growth and attainment'** will focus on 'data and assessment' and 'curriculum initiatives', highlighting communication, literacy, numeracy, and other key learning areas (KLAs). This strategic direction will focus on the need for high-quality assessment tools and procedures, utilising SWANs, the Communication Passport, and Assessment for Complex Learners to plan and implement quality teaching and learning programs.

**'Strategic Direction 2 - Wellbeing'** was determined due to both 'wellbeing' (95.1%) and 'sensory' (97.5%) identified as the most important aspects of their child's schooling. This direction will focus on both student and staff wellbeing, ensuring that staff have the capacity to implement 'In the Zone' strategies, Rock and Water, sensory learning, and a variety of wellbeing initiatives to best cater to our student's self-regulatory and behavioural needs.

**'Strategic Direction 3 - Positive Partnerships'** was also identified as very important, strongly supporting 'community access' (95.1%) and 'sport' (92.7%). This direction will focus on enhancing transition and community engagement. A greater focus on supporting students and parents/ carers in accessing the NDIS from K-12 will result in the development of stronger partnerships and better outcomes for our students. Community participation will also involve some new initiatives with students provided greater opportunities in accessing organisations such as the Special Olympics and other sporting associations which have the ability to extend them beyond their local community.

The school will continue to seek engagement and support from parents/ carers, the AECG, and the wider school community as we implement our 2021-24 School Plan and determine the best directions for our student's needs. The staff is committed to delivering high-quality education for all students.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.