

# 2021 Annual Report

## Lake Illawarra South Public School



3867

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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## School vision

At Lake Illawarra South Public School, we work in partnership with our whole school community to empower students within an inclusive, supportive and stimulating environment, nurturing a strong sense of belonging for all. High expectations of academic achievement, personal, social, cultural and emotional growth will promote individual excellence.

## School context

Lake Illawarra South Public School is situated on the shores of the picturesque Lake Illawarra and has recently undergone significant improvements to the physical environment. The school has a welcoming, fully accessible entrance with murals completed by students and local artists. Students enjoy the spacious playgrounds including two ovals, a central playground, a garden and bike track.

The library has undergone extensive refurbishment and is a bright, engaging learning space for all. There is a continued emphasis using technology across the school to enhance student learning and provide students with the opportunity to be global citizens.

We pride ourselves on our student wellbeing programs and advocate resilience and self-motivation in all areas of school engagement. Our core values of safety, respect and responsibility underpin all our interactions. Learning programs are offered that cater for a wide range of student abilities, talent and skills, always with the aim of developing individual excellence. Our learning support team works collaboratively with the whole school community to ensure students with additional educational needs, academically gifted and high potential students are supported.

Students participate in a range of extra-curricular activities focusing on social, creative and performing arts, sport, academic, leadership, environmental education programs along with Aboriginal and other cultural experiences.

The school is focused on strengthening partnerships with the whole school community and on student wellbeing through Positive Behaviour for Learning and the Berry Street Education Model to enable students to connect, thrive and succeed.

We are proud and active members of the Lake Learning Community of Schools, Lake Illawarra South Network and local Aboriginal Education Community Group. The school works together with leaders and teachers from the LLC to build and sustain a culture of continuous improvement and to support the learning of students transitioning from primary to high school.

Lake Illawarra South Public School currently has 201 students enrolled in nine mainstream classes. There has been a steady decline in enrolments since 2011. This is due to smaller Kindergarten intake than Year 6 students transitioning to high school. This trend is expected to continue. 11% of the student population identifies as ATSI.

The school's FOEI is currently 117 and has been stable for a number of years. The ICSEA of 954 shows the school sits in the bottom quarter of social advantage.

Our comprehensive situational analysis led us to understand that our focus needs to be personalised learning achieved through quality evidence-based teaching practices supported by rigorous data analysis and high expectations.

Provision of opportunities for teachers to collaborate on evidence-based lesson design and provide feedback through supportive peer observations will be essential. Training and professional development focuses for staff will highlight explicit teaching, data use and skills, high expectations and differentiation under the guidance of 'What Works Best' practices and other research. Work will take place on embedding reflective practices across the school that will involve a deeper use of data to inform teaching and learning programs. Providing opportunities for staff to engage with syllabus documents, particularly numeracy and reading will strengthen staff content knowledge driving the use of high impact teaching strategies.

Our work with all students will be responsive and closely monitored. Targeted support will be provided where growth is limited. Pre and post assessments will be carried out to assess the impact of this support. Structures will be embedded to identify students who need intervention.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	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: Student growth and attainment

### Purpose

In order to improve student learning outcomes in reading and numeracy, we will embed a culture of high expectations for all. We will develop collective teacher efficacy to evaluate their effectiveness, reflectively adapt teaching practice and implement data and evidence-based teaching strategies.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice in Reading
- Quality Pedagogy in Numeracy

### Resources allocated to this strategic direction

**QTSS release:** \$37,111.06

**Literacy and numeracy:** \$6,796.05

**Professional learning:** \$5,000.00

**Low level adjustment for disability:** \$44,847.00

**Beginning teacher support:** \$2,000.00

**Literacy and numeracy intervention:** \$35,317.17

### Summary of progress

Assistant Principals supported stage teams in modifying and delivering existing classroom programs during the learning from home period. This involved the modification of resources, delivery and feedback strategies. Kindergarten to Year 2 teachers undertook professional learning in phonics for reading and writing including diagnostic, effective classroom practice and developed appropriate supporting resources for classroom teaching. Decodable readers were purchased to support the implementation of the new curriculum and phonics instruction. Learning and support programs were reviewed and modified across the school to improve teacher practice. Teachers from each stage undertook comprehensive professional learning in numeracy *Working with the Big Ideas* and *Starting Strong*. Instructional leadership focused on phonics, reading and numeracy across the school. Staff were supported to improve teaching program documentations and evidence of learning. Consistent understanding of best practice of reading has resulted. Collaborative practice and sharing of teacher knowledge and expertise has been embedded in stage teams.

Targeted interventions were utilised across all grades to support student learning and progress in literacy and numeracy. A mix of small group, co-teaching and individual interventions were used. Learning and support teachers worked collaboratively to develop programs and individualised interventions across the school. Teachers have developed their confidence in tracking student progress using the literacy and numeracy progressions.

Our next step is to investigate Anita Chin as a numeracy consultant to support improving teacher confidence in teaching numeracy in all stages. Continue to support teachers with instructional leadership and ongoing professional learning whilst implementing the new syllabus.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN Top 2 Bands - Reading</b>  Increase the percentage of students achieving in the top two bands in reading towards our lower bound target of 35.2%.  Uplift of 3.64% required	Data indicates 16.67% of students are in the top two skill bands (NAPLAN) for Reading showing progress yet to be seen toward the lower bound target of 35.2%.
<b>NAPLAN Expected Growth - Reading</b>	The percentage of students achieving expected growth in Reading

<p>Increase the percentage of students achieving expected growth in reading towards our lower bound target of 55.0%</p> <p>Uplift of 5.48% required</p>	<p>increased to 85% indicating achievement of the lower bound target of 55.0%</p>
<p><b>NAPLAN Top 2 Bands - Numeracy</b></p> <p>Increase the percentage of students achieving in the top two bands in numeracy from 16.2% towards our lower bound target of 24.0%.</p> <p>Uplift of 3.91% required</p>	<p>Data indicates 10% of students are in the top two skill bands (NAPLAN) for Numeracy showing progress yet to be seen toward the lower bound target of 24.0%</p>
<p><b>NAPLAN Expected Growth - Numeracy</b></p> <p>Increase the percentage of students achieving expected growth in numeracy towards our lower bound target of 50.6%</p> <p>Uplift of 6.73% required</p>	<p>The percentage of students achieving expected growth in Numeracy increased to 60% indicating achievement of the lower bound target of 50.6%</p>
<p><b>SEF</b></p> <p>Improvement as measured by the School Excellence Framework</p> <ul style="list-style-type: none"> <li>• Move <b>Learning Culture</b> theme of <i>High Expectations</i> from <i>Delivering</i> towards <i>Sustaining and Growing</i></li> <li>• Move <b>Effective Classroom Practice</b> theme of <i>Explicit Teaching</i> from <i>Delivering</i> towards <i>Sustaining and Growing</i></li> <li>• Move <b>Student Performance Measures</b> from <i>Working Towards Delivering</i> to <i>Delivering</i></li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of High Expectations.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the theme of Explicit Teaching.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Student Performance Measures.</li> </ul>
<p>An increased percentage of students in Year 5 will achieve Level UnT9 in the Understanding Texts sub-element of the Reading and Viewing Literacy Progressions.</p>	<p>Point in time data for Term 4 2021 is unreliable due to the 15 week remote learning period.</p>
<p>An increased percentage of students in Year 4 will achieve Level AdS8 on the Additive Strategies sub-element of the Number Sense and Algebra Numeracy Progressions.</p>	<p>Point in time data for Term 4 2021 is unreliable due to the 15 week remote learning period.</p>

## Strategic Direction 2: Challenging learning

### Purpose

In order to build strong foundations and maximise student learning outcomes, we will analyse rich and meaningful data to effectively differentiate learning experiences to target the strengths and needs of individuals and groups of students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Meaningful and Rich Data and Assessment
- Personalised Learning

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$13,604.80

**Beginning teacher support:** \$3,000.00

**Professional learning:** \$9,600.00

**Socio-economic background:** \$136,677.40

**Per capita:** \$49,303.36

**Low level adjustment for disability:** \$78,236.12

**English language proficiency:** \$2,505.61

**Aboriginal background:** \$13,600.00

### Summary of progress

An additional classroom teacher position was funded using socio-economic background funding to reduce class sizes across the school to support personalised learning. Additional Learning and Support Officers were engaged to support student wellbeing and academic progress. Teachers undertook significant internal professional learning to build collective capacity in analysing and interpreting data. Teachers were provided with opportunities to collectively analyse student work samples to ensure consistent teacher judgment. Teachers collaboratively analysed data in five week cycles to identify student strengths and areas for development. Student learning goals are evident across the school.

Our next steps will be to analyse the effectiveness and impact of the above-establishment classroom teacher position. Additionally, further professional learning to be undertaken in the areas of differentiating content, process, product and learning environments.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increase in teachers using a school wide assessment schedule and participating in collaborative CTJ, using a consistent data tracking tool to inform teaching practice.	All teachers are using a school wide assessment schedule and the majority of teachers participate in collaborative consistent teacher judgement using a data tracking tool to inform teaching practice.
An increase in staff engaging in regular professional learning directly linked to PDPs and the SIP. An increase in staff who attend external professional learning communicate back to the school. Teaching staff begin to familiarise with the new curriculum.	All teaching staff are engaged in regular professional learning directly linked to PDPs and the SIP. All staff who attended external professional learning communicated back to the school. Teaching staff continued to familiarise with the new curriculum.
Teaching programs show increased	Teaching programs showing more consistent evidence of differentiation of

<p>evidence of differentiation of content, process, product and learning environment.</p> <p>Student work samples across the school beginning to show impact of the differentiation identified in the teaching program.</p>	<p>content, process, product and learning environment.</p> <p>Student work samples across the school show greater impact of the differentiation identified in the teaching program.</p>
<ul style="list-style-type: none"> <li>• Learning Culture Theme of <b>High Expectations</b> is maintained at <i>Delivering</i></li> <li>• The Theme of <b>Explicit Teaching</b> is maintained at <i>Delivering</i>.</li> <li>• The Element of <b>Student Performance Measures</b> is maintained at <i>Working Towards Delivering</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of High Expectations.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the theme of Explicit Teaching.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Student Performance Measures.</li> </ul>

## Strategic Direction 3: Connections

### Purpose

In order to strengthen student educational and wellbeing outcomes, we will build a connected culture where all members of the community have a voice and are active participants in student learning and engagement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Voice
- Community Engagement

### Resources allocated to this strategic direction

**Aboriginal background:** \$12,840.00

### Summary of progress

A Student Representative Council was formed in Term 1 with representatives from each class, house leaders and school leaders. Students from Stage 3 were invited to join the school's Reconciliation Action Party working group. Staff completed *Connecting to Country* professional learning. Country is acknowledged at all formal events, staff meetings and in classrooms. Student attendance is monitored by classroom teachers and the Learning Support Team. Processes for addressing attendance concerns were reviewed. Student attendance was heavily impacted by COVID-19 smart-measures. Community attendance at school events was heavily impacted by COVID-19 restrictions on school sites. Alternate modes of engagement were utilised where practicable such as a virtual presentation day assembly.

Our next steps include ongoing promotion of school events through newsletter and SkoolBag app and surveying the parent body regarding curriculum support they may require at home. Targeted invitations to specific groups within our community to increase parent attendance at events. Maintain consistent practices and processes to encourage positive student attendance.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students identifying as having positive Wellbeing (Sense of Belonging, Advocacy and Expectations for Success) at school to be moving towards the baseline of 87.90%.	Tell Them From Me data identifies the percentage of students having positive wellbeing, across the positive wellbeing measures, has decreased from the previous year to 74.7%.
Students are becoming more confident to identify at least three staff members with whom they feel would advocate for them.	The majority of students are able to identify at least three staff members with whom they feel would advocate for them.
Increase the percentage of students attending greater than 90% of the time or more to be at or above the system-negotiated target baseline of 78.63%	The number of students attending greater than 90% of the time or more is 68.28% and below our negotiated target baseline of 78.63%.
<ul style="list-style-type: none"><li>• Maintain the Theme of <b>Attendance at Delivering</b>.</li><li>• Maintain the Theme of <b>Parent Engagement</b> at Delivering.</li><li>• Maintain the Theme of <b>Community Engagement</b> at Delivering.</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the Theme of Attendance.</li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the Theme of Parent Engagement.</li></ul>

<ul style="list-style-type: none"> <li>• Maintain the Theme of <b>Attendance at Delivering.</b></li> <li>• Maintain the Theme of <b>Parent Engagement</b> at Delivering.</li> <li>• Maintain the Theme of <b>Community Engagement</b> at Delivering.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the Theme of Community Engagement.</li> </ul>
<p>Staff are becoming more confident to record annotations in their teaching programs which reflect student feedback.</p>	<p>An increased number of staff record annotations in their teaching programs which reflect student feedback.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$74,911.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lake Illawarra South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to ensure integration funding decision making is regularly reviewed at learning and support team meetings to ensure funding use meets the best needs of eligible students. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$136,677.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lake Illawarra South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the reduced class sizes program</li> <li>• supplementation of extra-curricular activities</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the formation of an additional class to enable class sizes to be reduced across the school. Learning and support teachers were deployed to each stage with literacy and numeracy programs in place for groups of students and individuals identified by data. Professional learning on High Potential Academically Gifted (HPAG) policy for all teachers was undertaken.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to support the implementation of an above establishment class to maintain small class sizes. Learning and support teachers will be deployed to support individualised literacy and numeracy program intervention, and teachers will develop practices and strategies to support the identification of HPAG students.</p>

<p>Aboriginal background</p> <p>\$26,440.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lake Illawarra South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Student Voice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the engagement of an Aboriginal identified School Learning Support Officer (SLSO) to support Aboriginal students in classrooms with their specific learning goals. Students with Personalised Learning Pathways (PLP) continued to work towards achieving their personal literacy and numeracy goals during the learning from home period. The school commenced work on developing a Reconciliation Action Plan (RAP).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue work towards developing a Reconciliation Action Plan (RAP), consulting with the local Aboriginal Education Consultative Group (AECG). Aboriginal identified School Learning Support Officers (SLSO) will be reengaged to support Aboriginal student learning and cultural awareness.</p>
<p>English language proficiency</p> <p>\$2,505.61</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lake Illawarra South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group and individual student literacy support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> personalised learning for individual students to engage with literacy at their point of need with a strong focus on reading and comprehension strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> personalised and targeted support in literacy for identified students.</p>
<p>Low level adjustment for disability</p> <p>\$123,083.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Lake Illawarra South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Effective Classroom Practice in Reading</li> </ul>

<p>Low level adjustment for disability</p> <p>\$123,083.12</p>	<ul style="list-style-type: none"> <li>• Quality Pedagogy in Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention MiniLit and multiLit programs to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> instructional leadership focused on numeracy practices with staff provided with professional learning to support explicit teaching of numeracy. The learning and support teachers worked with identified students with additional needs to focus on increasing their engagement with curriculum, specifically in reading and numeracy and additional School Learning Support Officers were employed to support student learning, wellbeing and specific literacy and numeracy programs such as MIniLit and MultiLit.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue with targeted and strategic learning and support and intervention with student progress and achievement evaluated each 5-week cycle in consultation with classroom teachers and the Assistant Principals Curriculum and Instruction. Learning and support teachers will be deployed to each stage and literacy and numeracy programs will be in place for groups of students and individuals identified by data.</p>
<p>Literacy and numeracy</p> <p>\$6,796.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lake Illawarra South Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice in Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teachers completing professional learning in explicit teaching of phonics and the purchase of decodable readers to support the explicit teaching of phonics. Assistant Principals supported stage teams in modifying the delivery of existing mathematics classroom programs during the remote learning period. This involved the modification of resources, delivery and feedback strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further develop teacher competence and confidence in teaching phonics, review and adjust current literacy and numeracy programs in preparation of implementing the new curriculum.</p>
<p>QTSS release</p> <p>\$37,111.06</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lake Illawarra South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice in Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>QTSS release</p> <p>\$37,111.06</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff in the area of assessment and data literacy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the review of current teaching and assessment practices in reading across all stages to identify areas for professional development and resource allocation to improve student learning outcomes with the development of a whole school assessment schedule with baseline assessment data collected. Teachers were supported by professional learning on benchmarking of reading progress and teachers were supported by Assistant Principals to ensure consistent teacher judgement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to ensure adjustments are made to student learning to support progress and achievement of literacy and numeracy goals. Review of the assessment schedule effectiveness will inform teaching and learning programs and support the new curriculum implementation.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lake Illawarra South Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Pedagogy in Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Assistant Principal as instructional leader to support teacher professional learning in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue intensive small group literacy and numeracy support programs for students identified through data collection and analysis.</p>
<p>COVID ILSP</p> <p>\$139,633.06</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p>

COVID ILSP

\$139,633.06

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy

**The allocation of this funding has resulted in:**

the majority of the students in the program achieving significant progress towards their personal learning goals. Data collected was used regularly to identify student cohorts, to plan, implement and monitor precise intervention strategies and to improve outcomes for all students. Student goal setting, monitoring and feedback was a core part of learning.

**After evaluation, the next steps to support our students with this funding will be:**

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	116	107	96	96
Girls	119	109	104	99

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	91.8	94.2	93
1	94	93.2	92.3	92.8
2	92.3	92.9	92	88.3
3	94.5	91.7	93.2	91.2
4	91	92.2	93.3	92.6
5	93.1	89.9	95	90.7
6	93.6	91.2	89.3	89.7
All Years	93.4	91.8	92.7	91.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## 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)	7.27
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	2.42

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	289,163
<b>Revenue</b>	2,332,325
Appropriation	2,303,569
Sale of Goods and Services	2,740
Grants and contributions	25,052
Investment income	164
Other revenue	800
<b>Expenses</b>	-2,222,398
Employee related	-1,986,470
Operating expenses	-235,928
<b>Surplus / deficit for the year</b>	109,927
<b>Closing Balance</b>	399,091

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	46,920
<b>Equity Total</b>	288,708
Equity - Aboriginal	26,441
Equity - Socio-economic	136,678
Equity - Language	2,506
Equity - Disability	123,084
<b>Base Total</b>	1,609,739
Base - Per Capita	49,303
Base - Location	0
Base - Other	1,560,436
<b>Other Total</b>	125,171
<b>Grand Total</b>	2,070,538

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](https://myschool.edu.au) to access the school data.

## 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 8.6 compared to 7.4 state average.

Parents feel informed 8.4 compared to 6.6 state average

Parents indicated that the school is safe 8.4 compared to 7.4 state average.

Parents indicated that the school supports learning 8.0 compared to 7.3 state average.

Parents indicated that the school is inclusive 8.6 compared to 6.7 state average.

### Student responses

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback 7.8

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice 7.6

Students find classroom instruction relevant to their everyday lives 7.5

80% of students had a high rate of participation in sports.

95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

### Teacher responses

Teachers talk with other teachers about strategies that increase student engagement 9.2

Teachers set high expectations for student learning 9.5

Teachers monitor progress of individual students 9.0

Teachers use results from formal assessments to inform their lesson planning. 9.0

# 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.