

Lake Heights Public School Annual School Report 2013



School context

Lake Heights has continued to provide exceptional learning opportunities and achieve high student learning outcomes this year. The school's welcoming character, use of technology, award winning partnership programs with the Warrawong Community of Schools, outstanding National Assessment Program results and extra curricular programs have all contributed to our enviable reputation for excellence.

Our students have been achieving at or above minimum standards for reading in both Years 3 and 5 while we have been a Partnership school. The same was true for Year 5 in Numeracy in the previous two years. All of our Aboriginal students were represented in the middle to upper bands for NAPLAN in all areas for the past three years.

Our final year of National Partnership funding enabled all staff to receive well-timed training in approaches to literacy development. Teachers in the early years obtained ongoing and accurate knowledge of student learning growth and they used this information in ways that have transformed classrooms. By the middle of the year, students were once again entering the Reading Recovery program on levels above 16.

As Lake Heights moves off Partnership and Equity funding, these students will continue to receive the most informed teaching which accurately targets each one's place on literacy and numeracy learning continuums. Ongoing training and inter-school collegial networking has become a permanent feature of school culture giving teachers the knowledge and skills they are using to facilitate our ever-improving results.

Our attention to all areas of the curriculum and extensive range of extra-curricular programs gave students a full educational experience. This year, library lessons were integrated with Human Society and Its Environment as well as Science and Technology. The students had the benefit of two teachers, smaller group numbers, library resources and interactive technologies. Individual lessons in violin, keyboard and guitar were offered as part of the successful extra-curricular program.

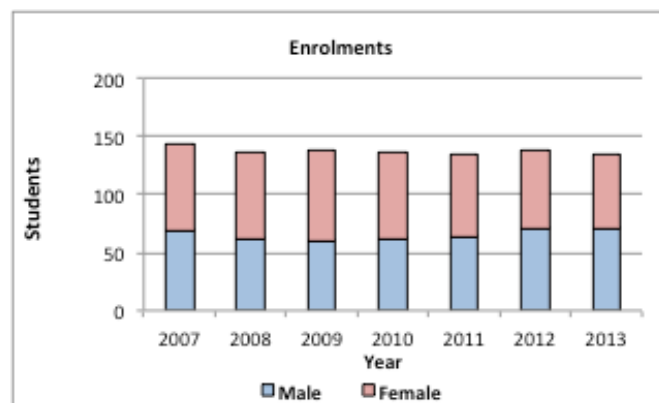
For the first time in many years a choir was formed. The group took part in Southern Stars at the Wollongong Entertainment Centre and performances at talent shows and school functions.

Representative sports, outstanding student leadership, public speaking and further development of our environmental education area were amongst numerous other highlights that took place during the year.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



Student attendance profile

	Year	2008	2009	2010	2011	2012	2013
School	K		92.7	93.8	92.5	89.6	91.8
	1		91.4	92.2	90.1	89.8	86.8
	2		89.4	89.1	88.1	92.6	92.4
	3		90.6	90.6	92.2	90.3	91.4
	4		91.1	93.6	88.5	89.1	91.7
	5		93.1	90.0	93.8	89.8	91.2
	6		93.4	92.7	86.9	92.2	93.3
	Total	93.2	91.7	91.6	90.1	90.3	91.3
Region	K		94.3	94.5	94.4	94.3	95.0
	1		93.4	93.9	93.9	94.0	94.2
	2		93.9	94.0	93.7	93.9	94.4
	3		93.9	94.3	93.6	94.0	94.5
	4		93.7	93.9	93.7	93.9	94.4
	5		93.7	93.8	93.3	93.7	94.1
	6		93.2	93.6	93.1	93.4	93.7
	Total	93.7	91.8	94.0	93.7	93.9	94.3
State DEC	K		94.3	94.7	94.7	94.3	95.0
	1		93.7	94.2	94.2	93.9	94.5
	2		94.0	94.4	94.2	94.2	94.7
	3		94.1	94.5	94.4	94.4	94.8
	4		94.0	94.5	94.3	94.3	94.7
	5		94.0	94.4	94.2	94.2	94.5
	6		93.6	94.0	93.8	93.8	94.1
	Total	94.1	92.1	94.4	94.3	94.2	94.7

Management of non-attendance

Non-attendance is managed through a fortnightly review of attendance and absentee patterns by the learning and support team. Letters are sent home to alert parents and carers to any possible concerns and phone contact is also made.

The Home School Liaison Officer assists with the review process and has also been involved in direct contact with a number of families.

The learning and support team also monitors attendance when discussing individual cases. It conducts weekly reviews of students at risk and when alerted, develops solutions to improving the attendance of identified students.

Other processes put into place to improve attendance and punctuality included involving more staff in the processing of late arrivals, talks to help families recognise the importance of being at school every day, timely newsletter articles and the weekly publishing of class attendance data on the staff bulletin.

In partnership with our school, Barnados South Coast conducts a term monitoring program of attendance for the residents we both serve. Families have all given permission for their child's attendance records to be forwarded by the school with incentives for all students who achieve an attendance rate of better than 93% each term. Many of these students also attend a morning breakfast program at the centre and this provides another daily opportunity to promote attendance and punctuality.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Assistant Principal	1.0
Classroom Teacher(s)	4.0
Teacher of Reading Recovery	0.2
Learning and Support Teacher	0.3
Teacher Librarian	0.4
Teacher of ESL	0.2
School Counsellor	0.1
School Administrative & Support Staff	1.6
Total	8.8

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 Lake Heights had 0 Indigenous members of staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	40
NSW Institute of Teachers Accreditation	30

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2013
Income	\$
Balance brought forward	71591.73
Global funds	127059.83
Tied funds	149810.24
School & community sources	27289.50
Interest	2696.86
Trust receipts	1866.45
Canteen	0.00
Total income	380314.61
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	2929.37
Extracurricular dissections	11424.19
Library	209.00
Training & development	186.19
Tied funds	151461.92
Casual relief teachers	22868.79
Administration & office	19374.51
School-operated canteen	0.00
Utilities	13680.39
Maintenance	9986.92
Trust accounts	3580.63
Capital programs	33000.00
Total expenditure	268701.91
Balance carried forward	111612.70

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

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.

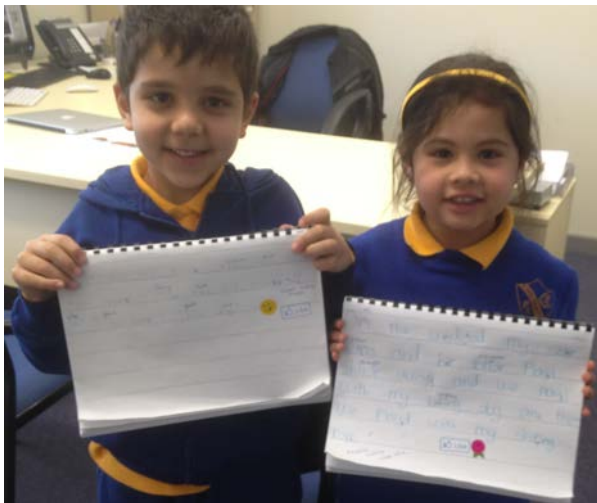
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

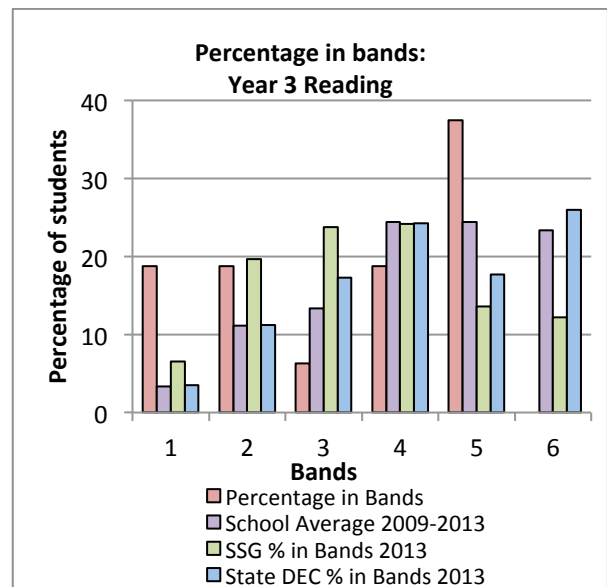
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.



NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3 NAPLAN Reading

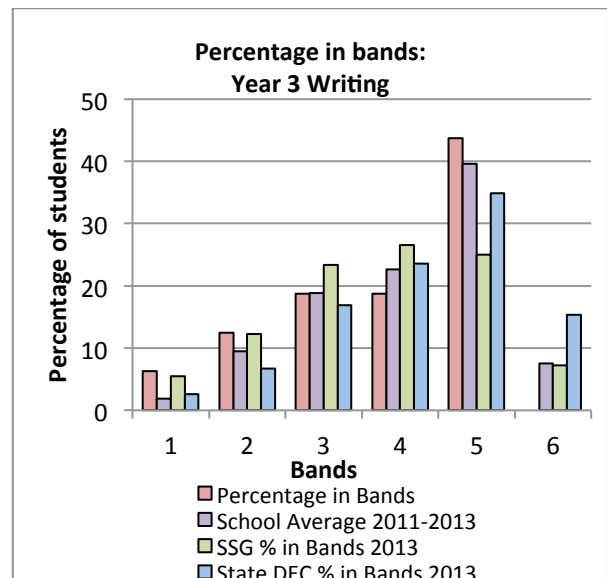
	School	SSG	State DEC			
Average score, 2013	368.8	380.5	418.7			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	3	3	1	3	6	0
Percentage in Bands	18.8	18.8	6.3	18.8	37.5	0.0
School Average 2009-2013	3.3	11.1	13.3	24.4	24.4	23.3
SSG % in Bands 2013	6.5	19.7	23.8	24.2	13.6	12.2
State DEC % in Bands 2013	3.5	11.2	17.3	24.3	17.7	26.0



Whilst almost 40% of Year 3 student scored in band 5, there was an over proportion of students in the lower bands this year.

Year 3 NAPLAN Writing

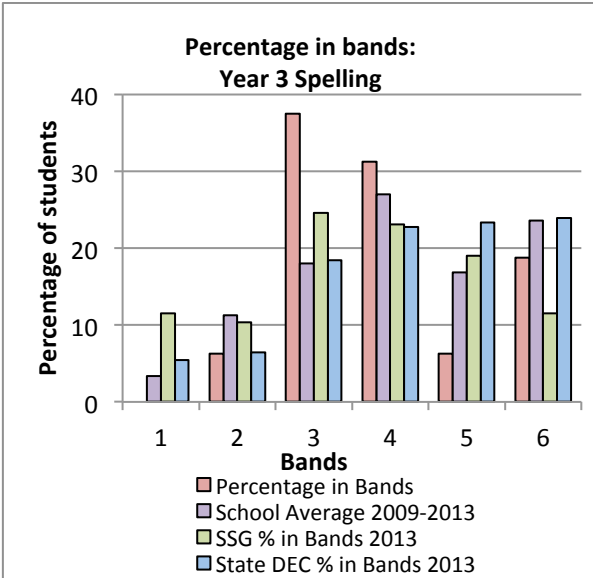
	School	SSG	State DEC			
Average score, 2013	377.9	384.1	416.0			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	2	3	3	7	0
Percentage in Bands	6.3	12.5	18.8	18.8	43.8	0.0
School Average 2011-2013	1.9	9.4	18.9	22.6	39.6	7.6
SSG % in Bands 2013	5.5	12.3	23.4	26.5	25.0	7.2
State DEC % in Bands 2013	2.6	6.7	16.9	23.6	34.9	15.3



Almost half of Year 3 scored in the proficient bands for Writing.

Year 3 NAPLAN Spelling

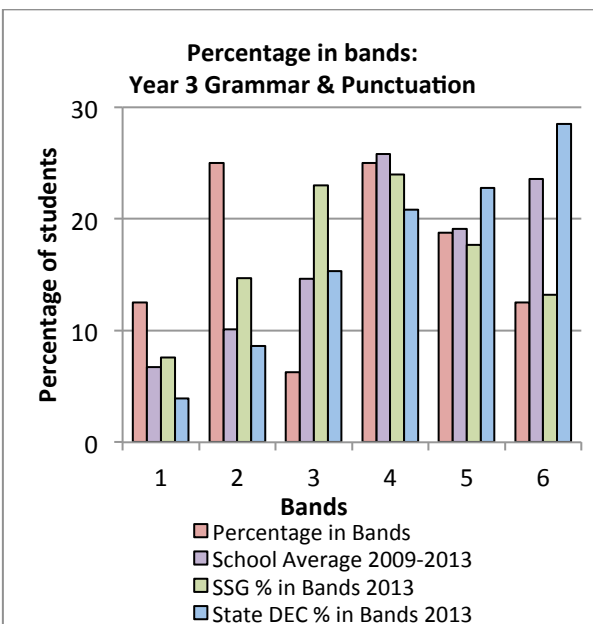
	School	SSG	State DEC			
Average score, 2013	397.0	383.3	418.1			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	1	6	5	1	3
Percentage in Bands	0.0	6.3	37.5	31.3	6.3	18.8
School Average 2009-2013	3.4	11.2	18.0	27.0	16.9	23.6
SSG % in Bands 2013	11.5	10.3	24.6	23.1	19.0	11.5
State DEC % in Bands 2013	5.4	6.4	18.4	22.7	23.3	23.9



There were no students in the lowest band for Spelling, although the majority of students achieved in the middle range.

Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2013	392.3	389.3	430.3			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	4	1	4	3	2
Percentage in Bands	12.5	25.0	6.3	25.0	18.8	12.5
School Average 2009-2013	6.7	10.1	14.6	25.8	19.1	23.6
SSG % in Bands 2013	7.6	14.7	23.0	24.0	17.7	13.2
State DEC % in Bands 2013	3.9	8.6	15.3	20.8	22.8	28.5

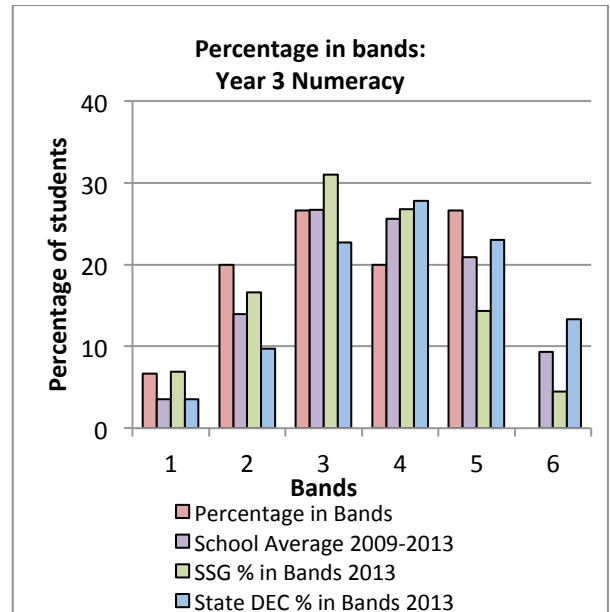


A higher percentage of Year 3 students scored in the upper bands for Grammar and Punctuation.

NAPLAN Year 3 - Numeracy

Year 3 NAPLAN Numeracy

	School	SSG	State DEC			
Average score, 2013	366.9	365.6	399.7			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	3	4	3	4	0
Percentage in Bands	6.7	20.0	26.7	20.0	26.7	0.0
School Average 2009-2013	3.5	14.0	26.7	25.6	20.9	9.3
SSG % in Bands 2013	6.9	16.6	31.0	26.8	14.3	4.5
State DEC % in Bands 2013	3.5	9.7	22.7	27.8	23.0	13.3

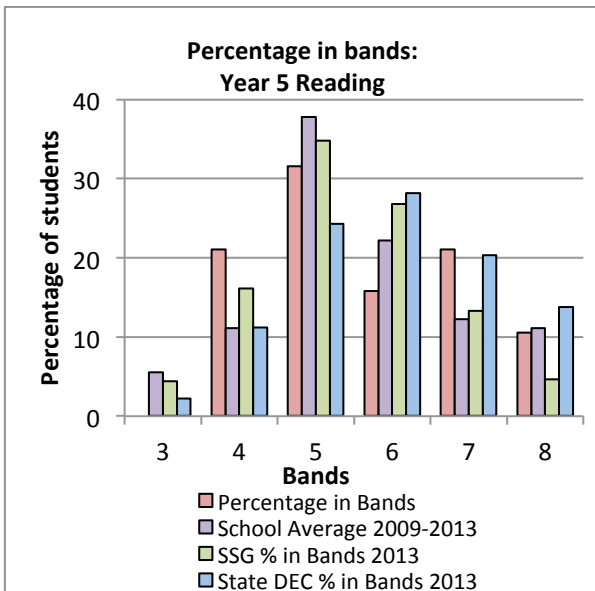


Year 3 scored above the state average in band 5 for Numeracy.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

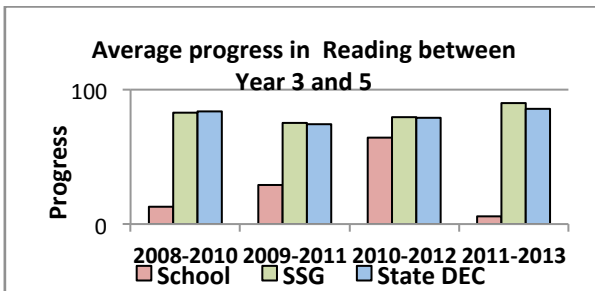
Year 5 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2013	482.6	471.1	500.6			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	4	6	3	4	2
Percentage in Bands	0.0	21.1	31.6	15.8	21.1	10.5
School Average 2009-2013	5.6	11.1	37.8	22.2	12.2	11.1
SSG % in Bands 2013	4.4	16.1	34.8	26.8	13.3	4.6
State DEC % in Bands 2013	2.2	11.2	24.3	28.2	20.3	13.8



Year 5 scored above the average in bands 7 and 8 for statistically similar groups in Reading.

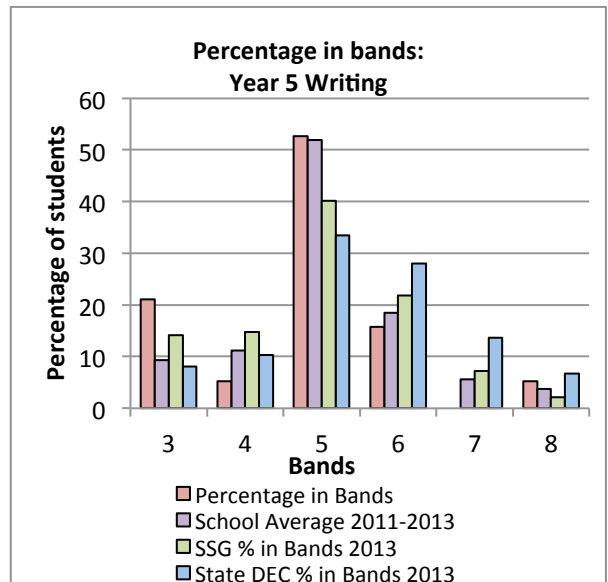
	2008-2010	2009-2011	2010-2012	2011-2013
School	12.7	29.2	64.2	5.5
SSG	82.8	75.2	79.4	89.7
State DEC	83.7	74.0	79.2	85.7



The average progress in Reading rose steadily over the previous 3 years but dipped in 2013.

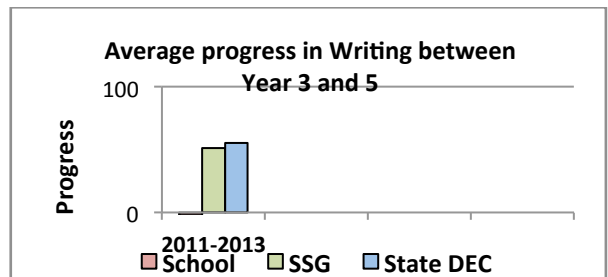
Year 5 NAPLAN Writing

	School	SSG	State DEC			
Average score, 2013	440.5	448.6	476.6			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	4	1	10	3	0	1
Percentage in Bands	21.1	5.3	52.6	15.8	0.0	5.3
School Average 2009-2013	9.3	11.1	51.9	18.5	5.6	3.7
SSG % in Bands 2013	14.1	14.7	40.1	21.8	7.2	2.1
State DEC % in Bands 2013	8.0	10.3	33.4	28.0	13.6	6.7



Results in Writing are showing a need to give more attention to this area over the coming years.

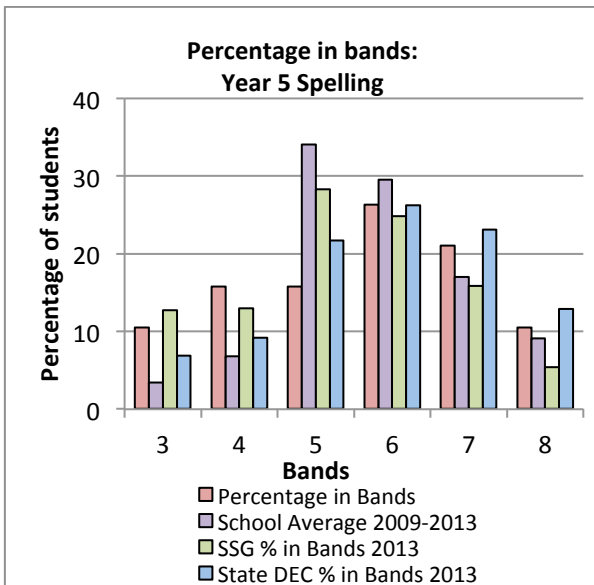
	2011-2013
School	-2.2
SSG	51.2
State DEC	55.2



Our disappointing average growth in Writing reinforces the call to direct more resources and efforts towards lifting abilities in this area.

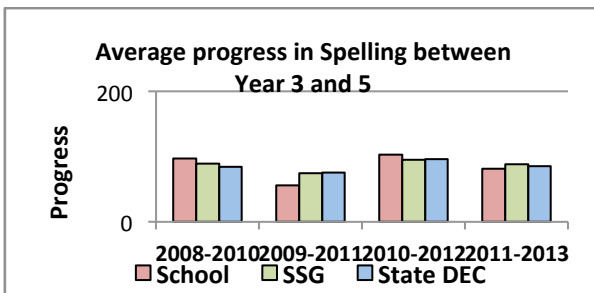
Year 5 NAPLAN Spelling

	School	SSG	State DEC			
Average score, 2013	475.9	469.1	499.7			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	3	3	5	4	2
Percentage in Bands	10.5	15.8	15.8	26.3	21.1	10.5
School Average 2009-2013	3.4	6.8	34.1	29.6	17.1	9.1
SSG % in Bands 2013	12.7	13.0	28.3	24.8	15.9	5.4
State DEC % in Bands 2013	6.9	9.2	21.7	26.2	23.1	12.9



Year 5 scored above the average in bands 6, 7 and 8 for statistically similar groups in Spelling.

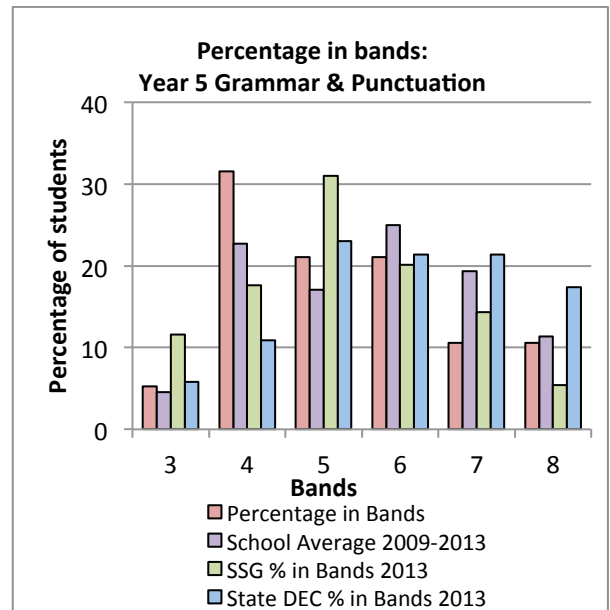
	2008-2010	2009-2011	2010-2012	2011-2013
School	96.7	55.2	102.9	80.8
SSG	89.0	74.1	95.1	88.1
State DEC	84.5	75.4	95.4	84.9



Our average growth in Spelling was just under state growth.

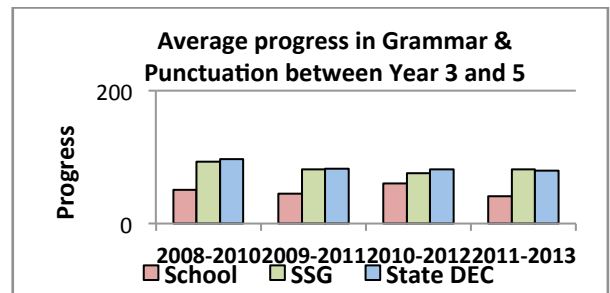
Average score, 2013	School	SSG	State DEC
	464.6	462.5	501.3

Band	3	4	5	6	7	8
Number in Bands	1	6	4	4	2	2
Percentage in Bands	5.3	31.6	21.1	21.1	10.5	10.5
School Average 2009-2013	4.6	22.7	17.1	25.0	19.3	11.4
SSG % in Bands 2013	11.6	17.6	31.0	20.1	14.3	5.4
State DEC % in Bands 2013	5.8	10.9	23.0	21.4	21.4	17.4



The performance of Year 5 in Grammar and Punctuation is similar to like schools.

	2008-2010	2009-2011	2010-2012	2011-2013
School	50.5	45.0	60.5	41.0
SSG	93.0	81.0	75.9	81.2
State DEC	96.6	82.7	81.3	79.4

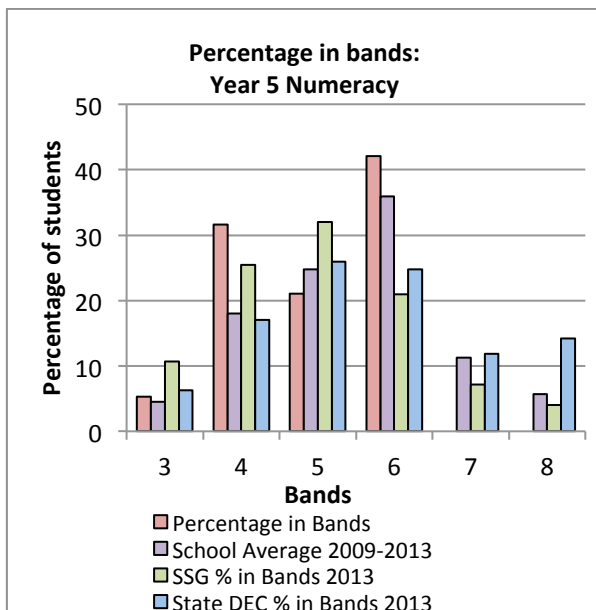


In conjunction with Writing, there is a need to improve the results students are achieving in Grammar and Punctuation.

NAPLAN Year 5 - Numeracy

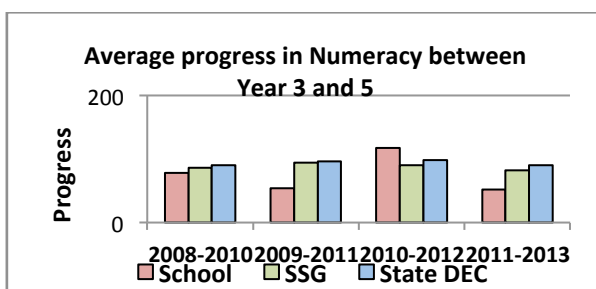
Average score, 2013	School	SSG	State DEC
	450.5	452.7	490.1

Band	3	4	5	6	7	8
Number in Bands	1	6	4	8	0	0
Percentage in Bands	5.3	31.6	21.1	42.1	0.0	0.0
School Average 2009-2013	4.5	18.0	24.7	36.0	11.2	5.6
SSG % in Bands 2013	10.7	25.4	32.0	20.9	7.1	4.0
State DEC % in Bands 2013	6.3	17.0	25.9	24.8	11.8	14.2



An analysis of results showed the Year 5 students showed most difficulty with problem solving. This area will need greater emphasis in 2014.

Average progress in Numeracy between Year 3 and 5*				
	2008-2010	2009-2011	2010-2012	2011-2013
School	77.9	54.2	117.1	52.0
SSG	85.6	93.8	89.7	82.5
State DEC	89.6	95.8	98.2	89.7



Significant programs and initiatives

Aboriginal education

In 2013 our Aboriginal student population was 20%. Programs and initiatives during the year included:

- Accelerated Literacy approach to teaching literacy in Years 2, 3, 4, 5 and 6. This program has a proven record of improving the engagement and attainment of Aboriginal students.
- Meetings between each Aboriginal family and their child's class teacher leading to a building relationships and development of personalised learning plans.
- The incorporation of Aboriginal perspectives into the curriculum.



- The installation of Aboriginal themed totem poles, designed and painted by the students.



- Promoting the importance of respect for Aboriginal people and culture through the inclusion of a student developed "Acknowledgement of Country" audio visual presentation at public events and school assemblies and the flying of the Aboriginal flag.
- Recognition of Sorry Day and NAIDOC week through the sale of respect bands and messages at school assemblies.

Multicultural education

At Lake Heights:

- Teaching and learning programs, particularly in the areas of English, HSIE, Mathematics and Creative Arts, enhance understanding of cultural and religious similarities and differences within the community.
- Classes have participated in programs including celebrations and festivals, multicultural speech competition, Harmony Day, studies of religions and a study of the influence of various cultures on Australian

society through their music, arts, sports and food.



Above: Harmony Day hands of friendship

- Values incorporated into our school discipline code enhance a racism free environment which is closely monitored by an anti-racism contact officer (ARCO).
- Abigail Esteves, Mikayla Morales, Brooklyn Wright and Charley Hemming represented Lake Heights in the Multicultural Public Speaking competition. They delivered excellent speeches on a topics including “Every Family Has a Story”, “Peace and Harmony” and “Racist Jokes Aren’t Funny”.

National partnerships

- The great majority of students in Years K-2 are reading at higher levels since the implementation of L3 approaches. Students at the lower end of the continuum are entering Reading Recovery on higher levels. Prior to Partnerships funding our school had students on levels 0-2 entering Reading Recovery. Now the average entry level, even at the start of the year, is 6.
- Younger students are using more complex sentence structures when writing. The structure and vocabulary is more sophisticated. Students are able to identify how authors use language to create images in a reader’s mind and use similar techniques in their own writing.
- The funding has provided high quality resources that promote rich discussion and an extended vocabulary that enhances the quality of student writing.
- The ongoing training provided to new teachers and the networking that has

accompanied it has assisted in improving student outcomes.

- The Partnership funding has improved the teaching of numeracy. Fundamentals of numeracy are covered in short, sharp sessions three times per day which gives more regular exposure to number facts so that they become automatic.
- Mathematical concepts are applied across a range of learning situations and students are displaying more versatility in their understanding and use of number.
- Funding enabled the purchase of specific resources to support the implementation of the Targeted Early Numeracy program (TEN). The adequacy of resources purchased means that every student has an immediate hands-on learning experience.
- The School Learning Support Officer helps support the less able students during “TEN” sessions.
- Assessment is now for a real and meaningful purpose
- Teachers are plotting students on the literacy and numeracy continuum and using this information to inform their planning.
- There is a flow and continuity between grades and classes facilitated by the exchange of data which is prepared in a common format.
- Teachers share a consistent benchmark for assessing students.
- Staffroom discussions are more about student progress, where they are with their learning and their achievements.
- In the early years a lot of the assessment is based on informal observations. The continuum provides a clear description and record of student progress.
- Teachers are working less in isolation and more in collaboration when considering student progress and learning growth.
- Attendance rates as a whole are higher: 90.3 in 2012 compared to 92.3 as at September 2013
- Aboriginal attendance is equal to or better than whole school population.

- Unjustified absences are far fewer.
- There is a greater enthusiasm for learning.
- The school has waiting lists for after school activities.
- Parents are more involved in their children’s learning. This has been evidenced by survey results indicating that parents feel more comfortable coming into the school and that they find staff easy to approach.
- All parent surveys support the belief that families are working in partnership with the school.
- The introduction of a “Bring Your Own Device” policy combined with the wider availability of technology within the school has added to student engagement and participation with learning.
- Closed Circuit Television (CCTV) is now throughout the school. It has a 100% approval of the school community. CCTV has provided students with a greater sense of security within the school ground and classrooms. The monitoring of previous high risk areas has reduced the incidence of bully behaviour dramatically. It has increased the well being of the student population.
- The school’s “Groups” program offers students a diverse choice of extra curricular activities such as bike riding, fishing, painting, dance, choir, developmental play, sewing, string art, gardening, environmental studies, science, team sports and film making. It is an across stage program where groups are formed from mixed ages and meet in a different learning setting. The program is increasing student tolerance and understandings of each other on the playground and in other learning areas. It is also contributing to the motivations for coming to school and desire to learn.
- Our Community of Schools (CoS) partnership which has been consolidated through the four years of National Partnerships funding will continue: Term meetings of Principals are a sustainable strategy that monitors and guides the CoS plan. These will continue unfunded.
- The Community of Schools plan enables:
 - the sharing of expertise across schools,
 - networking from pre-school to Year 12,
 - a smooth transition from pre-school to kindergarten and Year 6 to 7,
 - curriculum training and development in literacy and numeracy,
 - a film festival, many environmental initiatives and permaculture garden project now supported by corporate sponsorship,
 - ongoing commitment to furthering the outcomes and opportunities for Aboriginal students.
- Quality resources have been built to a level that the school is able to maintain with general funding.
- The in depth evaluation and planning cycle of the Partnerships Program has taught us a great deal about monitoring, analysis, consultation, inclusion, reflection and making decisions which are key to moving the school forward. These processes have become a sustainable feature of the way Lake Heights operates on a day to day basis.
- The training that staff has received has been enough to give the school a level of expertise that will enable ongoing growth through collegial discussions, open classrooms and other in-school and inter-school means.
- All teachers lead professional development workshops in their areas of leadership. This can continue.
- All staff are contributing to the implementation of the school plan and developing their leadership. This can continue.
- There is a lot more collaboration amongst staff in relation to future planning for implementation of the Australian Curriculum.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys of staff, students and parents.
- Small group discussions and workshops
- Analysis of NAPLAN and class data

School planning 2012—2014: progress in 2013

School priority 1

Improved access, participation and educational outcomes for all Aboriginal students.

Outcomes from 2012–2014

- Aboriginal attendance is equal to or better than the whole school population.
- Every month, 2013 data indicates that the attendance of each Aboriginal student is better than at the same point of time in the previous year or previous month.

Evidence of progress towards outcomes in 2013:

- Aboriginal attendance is equal to or better than whole school population in every way possible.
- One Aboriginal student who had missed 95 days in the previous year, more than doubled his attendance rate and became a school leader for 2014.
- More than half of our Aboriginal students are represented in the upper bands for NAPLAN in literacy and Numeracy in both Years 3 and 5.

Strategies to achieve these outcomes in 2014

- Class teachers and the Learning and Support Team will maintain a laser-like focus on the progress of all students through scheduled reviews of attendance and PLAN data.
- Learning and Support Team allocate resources and support as well as arrange meetings with families of any students who

show signs of risk and arrange appropriate follow up.

- Provide students with a desk calendar to keep a visual record of the days they attend school.

School priority 2

Increased literacy achievement for every student.

Outcomes from 2012–2014

- All students in their early years will achieve minimum reading recovery levels set for their grade as measured in September 2013: Kindergarten – level 6; Year 1 – level 15; Year 2 – level 23.
- All students in Years K, 1 and 2 will be on track to achieving the exit cluster for their stage in writing as measured by the Early Learning Literacy Continuum in September 2013.
- Increase the percentage of students in the proficient band of writing for NAPLAN 2013 from 22% to 30% for Year 3 and from 9% to 20% for Year 5.

Evidence of progress towards outcomes in 2013:

- Assessment of student writing provided evidence that Kindergarten was at Cluster 4 except for 3 students by September, Year 1 was at Cluster 6 and above and Year 2 was at Cluster 8.
- Through the small group nature of L3, teachers were able to address the specific needs of the students as indicated by Best Start data.
- The use of our Teacher Librarian as a second teacher to provide support for writing has had a very targeted impact.
- The L3 approach is giving students success and fostering responsible, self directed learning. Students love to write because they see more purpose and have more of an audience for their work.
- The percentage of students in the proficient band of writing for Year 3 rose to 44%. Year 5 remained at the same level.
- Ongoing class based assessments showed improvement with sentence structure and vocabulary. Students were able to produce texts of a greater length.

- Teachers undertook training in persuasive writing that led to students learning to write without a dependence on templates.
- Teacher training in Accelerated Literacy provided a focus on persuasive devices in relation to planning for writing. Students learnt to better utilise support material provided and incorporated in their writing.
- Community of Schools writing days provided teacher training in paragraph structuring strategies: Topic, Example, Explain, Expand, Conclude (TXXXC)

Strategies to achieve these outcomes in 2014:

- Retain the focus on writing to keep growth on an upward path.
- Support the continuation of L3.
- Look at the possibility of continuing the use of the Teacher Librarian in a team teaching role.
- Provide School Learning Support Officer training in specific L3 writing strategies using the teacher expertise and knowledge we have in the school.
- Workshop the use of different planning tools - e.g. mind mapping, blank planning books, editing time, learning intentions (examine the writing of good authors, others in the class and own).
- Reduce the emphasis on digital publishing and promote hand written, hand edited pieces that are revisited over time.
- Give students an initial scaffold (model) and then gradually withdraw the support (guided) so that students become more independent with their own planning.
- Each fortnight give students (1-6) a NAPLAN style writing task
- Provide opportunities for daily writing to be shared in and out of the classroom
- Share ways of providing students with feedback - verbal, written.
- Look at a common editing code (students have an editing card) in line with CoS (e.g. underline unknown words in red or incorrect grammar in green, question mark for "Don't understand")

- Employ a teacher to work on specific writing skills in both a support and enrichment capacity through a series of small group workshops.
- As a trial in Semester 1, make writing a one hour focus during teacher release time using the skills of a teacher specialised writing teacher.

School priority 3

Increased numeracy achievement for every student.

Outcomes from 2012–2014

- All students in Years K to 6 are showing optimal progress on the numeracy continuum as indicated on their school tracking sheet.
- Increase the percentage of students in the proficient band of number, patterns and algebra for NAPLAN 2013 from 22% to 32% for Year 3 and from 14% to 24% for Year 5.

Evidence of progress towards outcomes in 2013:

- The attitude of students to Mathematics is extremely positive. Online resources and Targeted Early Numeracy (TEN) activities have provided an engaging environment which has in turn led to more excitement about Maths.
- The training teachers have undertaken in TEN has led to more focused and explicit teaching. Activities are differentiated so that learning is pitched to each student's ability. Teaching activities are able to be tailored to the moment.
- The provision of a School Learning Support Officer (SLSO) is helping to ensure the lower groups are using the correct vocabulary and gaining the intended concepts.
- The SLSO also frees the teacher up to monitor how each child is progressing.
- Online mathematics activities are providing students with instant feedback and motivation to have a go. This is transferring back into class-based tasks.
- Class assessments show that in all grades students have progressed further along the continuum than in earlier years.

- The percentage of students in the proficient band of number, patterns and algebra for Year 3 increased to 27%. Year 5 dipped by 9%

Strategies to achieve these outcomes in 2014:

- Support the transition from our numeracy tracking sheets to Programming Literacy and Numeracy software (PLAN) to monitor student progress (K-6). The Learning and Support Teacher can provide the necessary individual teacher support to enter PLAN data
- Early Stage 1 and Learning & Support teachers act as facilitators to support all staff with structuring numeracy lessons that are based on data obtained from PLAN and NAPLAN strategies.
- Facilitate the sharing of “TEN” approaches to numeracy between Years K-2 and Years 3-6
- Enable opportunities for teachers to share ways that they differentiate learning in Mathematics and how this is shown in their teaching programs
- Purchase boxes of basic mathematics resources that are in short supply to be kept in each primary class.
- Fund the subscription of students in Years 1-6 to Sumdog Numeracy website to develop quick and accurate computation skills.

Parent/caregiver, student, and teacher satisfaction

School Effectiveness Survey	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
	%				
I find out what is happening through the school newsletter.	74	26			
I would prefer an emailed Newsletter	4	6	70	10	10
I would prefer email notes and communication	2	8	74	16	4
I find out what is happening from other parents.		28	50	22	
I find out what is happening from my child.	38	38	22		
Parents and carers are encouraged to be involved in their child's learning.	50	50			
The P&C contributes to the school's success.	59	40			1
The backgrounds of Aboriginal people are recognised and included.	40	60			
The backgrounds of other cultures are recognised and included.	51	40	8		1
Teachers and families work in partnership to support students' learning.	36	64			
Parents are able to take part in the decision making processes through the P&C.	41	46	1		12
Families are invited and encouraged to be involved in classroom and school activities (eg assemblies, special days).	74	26			
Positive relationships exist between the school and its community.	65	35			

Professional learning

The school’s professional learning plan reflected the needs and directions outlined in the school’s 2013 Strategic Plan as well as individual, school, regional and state priorities. All staff participated in anaphylaxis, child protection, evacuation plan and drill, first aid and asthma training. Staff were also involved in professional learning in the following:

- Accelerated literacy for Years 3 - 6
- Language, Literacy and Learning (L3) training for K, 1 and 2 teachers
- Targeted Early Numeracy (TEN) training for K-2 teachers
- iPad and Interactive Whiteboard training for all teachers
- School Administration Manager network group meetings to share knowledge and understanding of processes
- Risk Assessment procedures
- Program and professional discussions
- Assessing outcomes in Key Learning Areas other than English and Mathematics
- Personalised learning plans
- Review of NAPLAN results and school planning.

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented in the table above.

- 52% of surveys were returned.
- 2% Aboriginal
- 12% non-English speaking background (Vietnamese, Chinese, Filipino, Serbian, Croatian, Macedonian)

Survey question 1: What are three things that Lake Heights does well?

- After school activities
- Amount of computers
- Approachable Principal
- Assemblies
- Calendar on the newsletter for the up coming weeks' events is very handy
- Commitment to holistic education such as sport, art and music
- Communication
- Dedication of staff
- The school encourages students to learn
- The school encouraging parents and family participation
- Friendliness of all students and community
- Gardens
- Good communication, environment and teaching
- Great P&C and great teachers – high level of discipline
- Homework
- Identifying and implementing current best practice teaching methods
- Includes families to join in on 'special days'
- Inclusion of all students in projects eg concert at Warrawong
- Informing parents/carers of events
- Innovation and excellence
- Involves parents/carers, suggests getting involved
- Keeps every student involved

- Kids always have top priority educationally
- Lake Heights does everything well in my eyes. You could never do anything wrong. The permaculture garden is fantastic and after school sports are excellent
- Lake Heights is an excellent school overall
- Looks after students (smaller school is like a family)
- Permaculture garden group is great for kids to know where our food comes from and how much effort it takes to build and grow a sustainable garden.
- Presentation of school grounds
- Promotes arts eg music, singing, acting
- Promotes physical activities eg sports
- Promoting sustainability practices eg veggie garden
- Provides a safe learning environment
- Provides excellent after school activity programs
- Providing fun and safe learning environment
- Providing new technology for the children to learn
- Strong emphasis on literacy and numeracy
- Teachers are professional
- Teachers available to discuss issues
- Technology
- Visual and performing arts strongly supported
- Weekly newsletter great to keep informed

Survey question 2: What are three things that Lake Heights could improve?

- Better security – fencing – Northcliffe Drive
- Bullying and physical conflict needs a stronger consequence
- Communication regarding child's progress at other times, not just at report time. Especially in K-2 as these are crucial development years
- More emphasis to be put on hand hygiene particularly prior to recess and lunch

- Fence around school - No other improvements needed
- Getting parents better educated about illness
- Have a counselor there more days per week
- Have more canteen days
- Health and safety eg poor hygiene commitment, continuous problems with infectious diseases not being managed properly eg nits, whooping cough, worms, a poor first aid and injury management
- I'd like to see the toilet doors locked and teacher have a key – really unsafe at moment, I've seen parents just walk in.
- Inform parents if their child is receiving an award in the weekly assembly
- Less use of computer in class and more hands on curriculum approach eg writing skills
- More diverse homework
- More emphasis on NAPLAN testing
- More encouragement is needed towards overweight children to participate in physical activities eg by banning the use of computer in free choice of activities
- More Reading Recovery type programs for older grades
- Provide more sports equipment
- Open the canteen for lunch everyday.

Program evaluation

Bring Your Own Device (BYOD)

Background

An increasing number of students now have access or ownership of personal technology such as laptops, tablets and iPods. With this in mind, Lake Heights adjusted its policy in 2013 and allowed Primary class students to bring their own portable technology (BYOD) to school.

The belief that students make faster learning gains, develop better problem solving skills and become more engaged and excited about learning when they have timely access to reliable technology was the thinking behind the trial. Whilst the school will always provide a range of technology to support learning, the provision of

one-to-one access has always been beyond its means.



Findings and conclusions

Our initial plan was to establish a trial of BYOD during term 1 with Year 5/6. The only equipment standard the school set for this trial was that the device needed to be able to access the Internet over wi-fi. It could be Apple, Windows or Android, iPod, iPad, tablet, laptop or smartphone. Text messaging and phone calls were not permitted.

Providing the device was left in the classroom throughout the day, security would always be assisted by a CCTV system which provided a continuous recording of all activity.

The trial soon extended to all Primary classes.

Student devices are used in the same way that technology provided by the school is used in class. Students who bring their own devices like that it gives them more timely access to technology when it's most needed.

Parent survey findings commented that:

- It is a great idea. I am unsure as to whether K-2 would be responsible enough for the program
- I believe the older years can be responsible to take care of the device
- There is too much focus on technology as aids to educate kids
- I like the idea as long as it is for learning only
- As long as they are using it to assist learning and that it doesn't become a distraction
- Students need to learn computer skills, but there are risks with having own tablets eg breaking, lost, stolen and they could start playing games etc instead of doing work.

- Theft is my big concern and I can't afford to replace it.

During the year there was one device stolen, however, because the owner followed the school procedures and left their device within view of the class CCTV camera, the incident was recorded and the device retrieved.

The use of CCTV cameras in the school, including device security, has a 100% support rating from those who responded to the school satisfaction survey.



Future directions

The school will continue to provide up to date technology, particularly portable devices. Teachers and students express a preference for laptops over tablets.

Students who bring Apple products to school have had no problems connecting to the DEC filtered Internet. Older and less expensive Windows and Android devices that some students brought to school, did not always have the provision for proxy settings to be entered. This prevented users from accessing the Internet.

More recently, the non-Apple devices that students are bringing to school are having an improved success rate at connecting to the Internet.

The school will continue to support all platforms.



About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>