



Education &
Communities

Lake Heights Public School Annual School Report 2014



4011

Principal's message

What an incredibly full year it has been at Lake Heights. Throughout 2014 the staff has worked hard in partnership with the community to ensure that the students at Lake Heights are given every opportunity to reach their full learning potential.

It is a time of significant change, not only at Lake Heights PS, but in all schools, as both the State and Federal Governments introduce reforms aimed at improving the quality of education delivered in classrooms. The reform agenda is significant and at Lake Heights we have begun to implement elements of these such as the Australian Curriculum and Every Student, Every School which is a framework designed to support students with disability and with special learning needs.

As a community we discussed our school vision and purpose and began to implement strategies that support learners of today. Our teachers have participated in high level training to support their professional development, leading to ever improving outcomes for our students.. Lake Heights PS has a dedicated and committed staff and I am proud of their efforts in helping the children of Lake Heights to learn.

Finally I would like to acknowledge the students. They are the heart of our school and on a daily basis they engage in learning activities to help build their knowledge and skills. I am proud of all their achievements and feel privileged to be their school Principal.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Peter Heddles – Principal



School context statement

Lake Heights Public School (enrolment 140) is a small school providing first class learning opportunities and achieving enviable outcomes with students. The school supports programs in Reading Recovery, Language Learning and Literacy (L3), Accelerated Literacy (AL) and Targeted Early Numeracy (TEN).

There is a strong emphasis on student wellbeing, technology and differentiated learning experiences to connect and engage all learners.

The school community is comprised of students from a range of social and cultural backgrounds. We embrace the diversity that this brings to our learning environment.

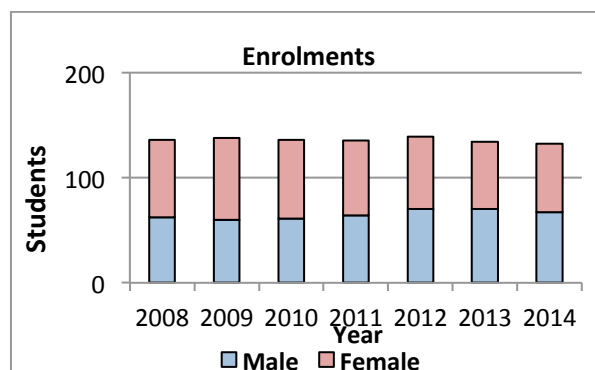
The school's Parents and Citizens group works collaboratively to support the directions the school is moving towards.

Over the years, a range of welfare measures has vastly improved the climate of the school and community attitudes towards the importance of education. We continue to work with parents and the wider community to improve attendance in order to enable students to reach their full potential.

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



	2008	2009	2010	2011	2012	2013	2014
M	62	60	61	64	70	70	67
F	74	78	75	71	69	64	65

Lake Heights had 142 students enrolled at the time of the census. Enrolments have remained in proximity to this number for more than ten years.

Student attendance profile

Year	2009	2010	2011	2012	2013	2014	
School	K	92.7	93.8	92.5	89.6	91.8	90.3
	1	91.4	92.2	90.1	89.8	86.8	92.8
	2	89.4	89.1	88.1	92.6	92.4	92.5
	3	90.6	90.6	92.2	90.3	91.4	93.3
	4	91.1	93.6	88.5	89.1	91.7	90.0
	5	93.1	90.0	93.8	89.8	91.2	90.8
	6	93.4	92.7	86.9	92.2	93.3	91.9
	Total	91.7	91.6	90.1	90.3	91.3	91.6
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

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.



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	0.4
Learning and Support Teacher	0.3
Teacher Librarian	0.4
Teacher of ESL	0.4
School Counsellor	0.1
School Administrative & Support Staff	1.6
Total	9.2

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2014 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	25

Professional learning and teacher accreditation

The Professional Learning program at Lake Heights PS is recognised as providing vital training for improving teachers' skills, competencies and knowledge and in turn improving learning outcomes for students.

Teacher professional learning is informed by the school's targets with reference to the Strategic Plans for the Department of Education and Communities and is available for all staff. Funds expended in this area are for course fees and for providing relief for staff members from their regular duties in order that they can attend training sessions.

In 2014, members of staff participated in professional learning at fortnightly staff meetings which focused on literacy, numeracy, the new English and Mathematics Australian Curriculum, teaching with new school technology, Gifted and Talented Education, and mandatory DEC training on CPR, Child Protection, Asthma and Anaphylaxis. Teachers also undertook courses externally in Understanding Autism, Best Start, and Literacy and Numeracy.

All K-2 teachers took part in Teaching Early Numeracy (TEN) training throughout the year.

All teachers undertook workshops provided by the Warrawong Community of Schools staff. These workshops focused on the new English and Mathematics curriculum.

Aspiring school leaders participated in local network meetings and leadership courses.

Beginning Teachers

Four teachers achieved their accreditation through the Australian Institute of Teaching.

Beginning teachers were provided additional support in programming, assessing and reporting.

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	30/11/2014
Income	\$
Balance brought forward	122,353.43
Global funds	122,353.43
Tied funds	210,851.17
School & community sources	20,693.49
Interest	4,208.46
Trust receipts	1,754.35
Canteen	0.00
Total income	471,473.60
Expenditure	
Teaching & learning	
Key learning areas	5,938.75
Excursions	1,263.64
Extracurricular dissections	16,381.05
Library	209.00
Training & development	455.16
Tied funds	167,576.08
Casual relief teachers	20,104.22
Administration & office	23,079.16
School-operated canteen	0.00
Utilities	12,676.30
Maintenance	23,721.28
Trust accounts	2,028.15
Capital programs	44,550.00
Total expenditure	317,982.79
Balance carried forward	153,490.81

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

In all areas of NAPLAN 2014, for both Years 3 and 5, Lake Heights is scoring on par with the state as a whole. In comparison to schools with a similar demographic, Lake Heights is above or substantially above others.

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)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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.

Minimum Standards Data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	95.5
Numeracy	95.2

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	93.8
Spelling	81.3
Grammar & Punctuation	93.8
Numeracy	93.3

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Students celebrated Aboriginal and Torres Strait Islander culture and history through their Human Society and its Environment units, in Creative Arts and through exploring literature with Aboriginal perspectives.

Murrumul, a Wollongong Art Gallery project that stage 2 and 3 students participated in, developed an understanding of Aboriginal art making and techniques. Students learned about dreamtime stories. They explored the relationship to land, personal histories and provided an insight into the traditional way of life.



Aboriginal perspectives were embedded into all teaching programs. School assemblies and other large gatherings include acknowledgement of country.

Multicultural education and anti-racism

Lake Heights celebrates multicultural education within the classroom and through a variety of whole school events during the year.

Harmony Day provided an excellent opportunity to focus on tolerance and respect. Concepts associated with anti racism are incorporated into welfare practices and Personal Development lessons.

An Illawarra Dragons assembly reinforced the anti-bullying message and also provided teachers with additional materials to conduct activities that build self esteem.

Students delivered excellent prepared speeches on topics such as Multiculturalism at the FIFA World Cup, Racism is Bullying, Religion and the

Meaning of Australia Day at the Multicultural Public Speaking competition this year.



This year the Stage 1 students studied a wide variety of cultures through their unit on Celebrations. Stages 2 and 3 have also explored other cultures throughout the year.

Aboriginal background

Students with an Aboriginal background had access to additional support provided through targeted funding known as Norta Norta. A specialist teacher was employed to work with individuals and groups to both support and extend students regardless of their place on the literacy continuum.

Leadership programs such as SKIP (School Kids Indigenous Peers) and a close attention to attendance monitoring, contributed to a number of Aboriginal students taking on leadership roles in the school. Representation on the Student Representative Council and Year 6 School Leader are two examples in this area.



The school places emphasis on supporting our students to gain knowledge about Indigenous culture. All teachers include in their programs items that encourage increased awareness and knowledge of Indigenous culture and the importance of continuing the programs the school has in place.

We celebrate NAIDOC week each year and include an Aboriginal perspective within our literature choices and artworks.



Socio-economic background

Lake Heights receives additional funding for socio-economic background which is calculated using information on parental level of school education, highest non-school qualification and occupation category drawn from data collected on enrolment forms.

The school's Learning Support Team guides holistic planning and programs to address identified student needs. External support and outside agencies are involved in planning. Ongoing tracking and support ensures students are making the best possible progress towards achieving expected outcomes.

In 2014, the school employed additional staff to lift progress with writing and to work with external agencies such as Bundaleer and Barnados to improve attendance, attitudes towards schooling, community relationships and build positive learning environments.



Extra curricular programs such as dance, garden group, keyboard, guitar, chess, drama and after school sports provided new opportunities and enrichment in areas that many students would normally have limited access to.

English language proficiency

Lake Heights received funding for a teacher of English as a Second Language (ESL) for one day a week. In 2014, our focus was on new arrivals and extra support for students moving onto high school. The program supported the class teacher to provide activities that would further English proficiency.

The ESL teacher provided small group and individual instruction on essential English speaking skills and exercises to practice those skills through speaking and writing. Within each child's home class, adjustments were made to learning programs enabling access to each curriculum area.

Ongoing tracking and support helped to ensure that students attained expected outcomes. Separate reports were provided to families for all students who received this support.

Low level adjustment for disability

Class teachers were assisted via the Learning and Support Team to provide additional support for students who required a variety of adjustments to support their access to the curriculum.

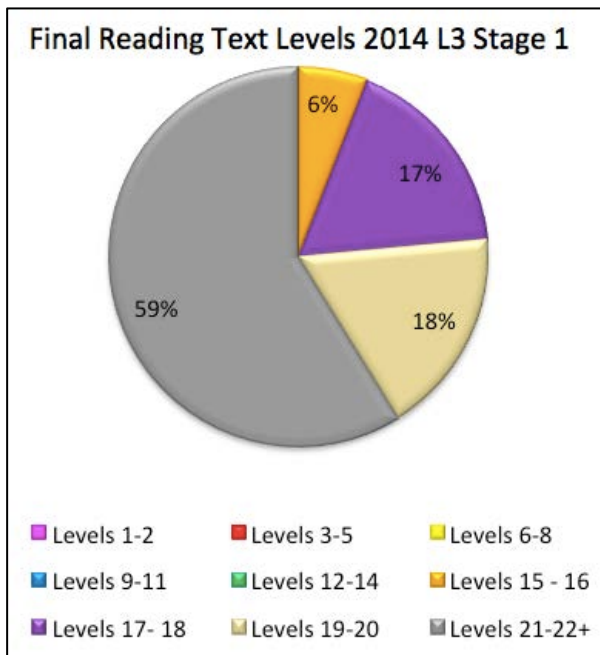
Additional staff, including specialist teachers and School Learning Support Officers, were employed in 2014 to implement specific programs throughout the school. Teachers, parents and students were involved in planning, implementing and monitoring Individual educational programs to meet the specific needs of each student.

Information and advice was also obtained from other professionals, such as school counselor and pediatricians to improve student achievements.

Specific adjustments and interventions included:

- adjustments to playground access and activities for students with behavioural needs.
- the provision of Reading Recovery to Year 1 students with reading and writing difficulties.
- group and one-to-one school learning support officer time for students with physical, cognitive, sensory or social disabilities.

Other significant initiatives



Language Learning and Literacy (L3)

Kindergarten and Year 1 teachers use a program known as L3 to provide explicit instruction in reading and writing. Groups of three students rotate through independent group or individual tasks in daily literacy sessions.

The graph above shows the reading levels of Year 1 students at the end of 2014. Just 6% of the class exited the year at levels 15-16 whilst all other students scored even higher. These results were well above the goals for the program.

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:

School priority 1

Aboriginal attendance is equal to or better than the whole school population.

Outcomes from 2012–2014

- In 2013 the attendance rate below 90% was 3.36
 - There were 28 students below 90%.
 - There were no Kindergarten students in this group.
 - There was one family group in this number.
- In 2014 the attendance rate below 90% rose to 5.91%
 - There were 45 students below 90%.
 - There were 11 Kindergarten students in this group.
 - There were 5 family groups in this number of which 3 were in Kindergarten.
- We followed family groups of 3 or 4 and found that when one family member was away, the whole family was away.

Evidence of achievement of outcomes in 2014:

- Aboriginal attendance rates for target students rose from 81% in 2013 to 85% in 2014.
- Greater engagement in school life has been observed by many staff.
- Staff are more aware of the attendance issue.
- Families, when contacted, are often surprised at the number of days their children have missed.

Strategies to achieve these outcomes in 2014:

- Fortnightly attendance meetings to look at attendance rates.
- Immediately acting on concerns by contacting parents by phone, letter or face to face.
- Records were kept of phone calls, letters and interviews.
- Home School Liaison Officer (HSLO) participation in meetings often more than 3 times a term.
- Teachers were kept up to date on the attendance patterns of the students in their class and in-class incentives programs were put in place when necessary.
- Punctuality measures included an “on-time” award given each morning to a lucky student who was in their seat and ready to start the day on time.
- 5 Home School Liaison Officer program submissions were lodged of which 4 were still underway at the time of publication.

School priority 2

Over 90% of students in their early years will achieve minimum reading recovery levels set for their grade as measured in September 2014: Kindergarten – Level 6; Year 1 – Level 15; Year 2 – Level 23.

Outcomes from 2012–2014

- Resources and training in literacy enable the successful implementation of quality teaching practices in literacy.
- Increased levels of achievement for all students in Literacy as shown in school based and PLAN data.

Evidence of achievement of outcomes in 2014:

- 100% of Kindergarten students achieved above Reading Recovery Level 6
- 100% of Year 1 students achieved above Reading Recovery Level 16
- 100% of Year 2 students achieved beyond Reading Recovery Level 23
- Explicit teaching of language features resulted in improved quality of expressive language
- Development of a school-wide editing code to improve consistency of language and continuity across the school.

Strategies to achieve these outcomes in 2014:

- Uninterrupted morning sessions timetabled across whole school allowed for quality teaching and learning.
- Implementation of whole-school writing assessments to prepare students for standardised assessment.
- K-1 staff took up training opportunities in L3 follow up professional learning.
- K-4 staff entered PLAN data twice a term
- Time was given for stage meetings in relation to how best to support students' reading achievement.
- Monitoring of L3 resources occurred throughout the year and new books were purchased to fill gaps or shortfalls.
- Years 1 to 6 participation in the Community of Schools writing competition and 1st place awarded to one of our Year 6 students.

School priority 3

Over 90% of students in Years K - 6 are achieving optimal progress on the numeracy continuum as indicated on their semester class tracking sheet or Numeracy online continuum (Best Start/PLAN)

Outcomes from 2012–2014

- Increased levels of achievement for all students in Numeracy as shown in school based and NAPLAN data.
- Improved and enhanced quality teaching practices in all areas of Numeracy.
- SMART data and related resources are used by teachers to inform teaching.
- Learning plans in Numeracy are implemented and students' places on the numeracy continuum are known.

Evidence of achievement of outcomes in 2014:

- Over 90% of K-2 students are making optimal progress along the numeracy continuum as measured near the end of each term.
- Over 90% of Year 3, 5 and 6 students made optimal progress along the numeracy continuum but just 70% of Year 4 achieved optimal progress.

Strategies to achieve these outcomes in 2014:

- K-2 incorporated the TEN (Targeting Early Numeracy) program to enhance student number skills and focus.
- ES1 and Learning & Support teachers to acted as a facilitators for supporting all staff with structuring numeracy lessons that were based on data obtained from PLAN and NAPLAN strategies. Analysis of NAPLAN data to informed whole school based planning and class programming and teaching.
- Numeracy sessions were timetabled across whole school to allow for quality teaching and learning.
- Regular assessment and monitoring of progress according to the Numeracy continuum took place each term.
- Online subscriptions for Sumdog helped students develop fast and accurate computation skills.



Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Parents responded resoundingly that their children enjoyed coming to school. They were satisfied with their child's progress and programs in place at the School.
- Teachers are friendly and approachable.
- Teachers are energetic and creative.
- Lake Heights is a caring school.
- The school has magnificent gardens and grounds.
- All staff reported 100% satisfaction with the School.
- Students believe that they are encouraged to learn and the teachers have high expectations.
- Students believe that teachers provide them with quality feedback about their learning.
- Students enjoy quality excursions, the playgrounds, basketball court, permaculture garden, fitness activities, dance and technology.
- Students enjoy our extra curricular program of group activities and after school sports and music program.
- Students believe that Lake Heights Public School has good teachers.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Strategic Directions for Lake Heights 2015-2017 focus on Attendance, Literacy and the Australian Curriculum.

Planning processes have included:

- Conduct a situational analysis to determine the educational landscape.
- Review 2014 school plan and make notes.
- Revise our vision statement and examine the school context with staff and school community.
- Collect data from students about attendance.
- Gather school and NAPLAN data for all areas to determine future areas of need.
- Analyse all data and determine areas of change or progress and validate the conclusions.
- Communicate findings and recommendations to develop the school's strategic directions for the coming three years.



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.

Peter Heddles, Principal

Karen Annesley, Assistant Principal

Tracey Beohm, P&C President

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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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>