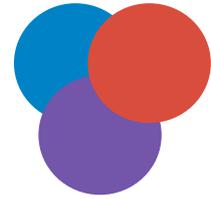


Lake Heights Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Lake Heights as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Lake Heights Public School values and nurtures the talents, qualities and interests of its students and provides programs and experiences that ensure every child has the opportunity to reach their potential. We have high expectations of all our students and support them to understand, manage and enjoy their learning. As we look to the future, we aim to further personalise the curriculum to meet the specific needs of individual learners.

School context

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.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

At Lake Heights Public School we pride ourselves on our commitment to providing students with high quality educational opportunities. This year, our school has made significant gains in the rich learning experiences we offer our students, the quality of our teaching practices, as well as the leadership opportunities provided to staff to oversee the implementation of programs. An assessment of our progress against the School Excellence Framework has shown that we are working within the Sustaining and Growing phase in many areas.

We recognise that for education to be successful, the focus must be on the students and ensuring that our school culture builds educational outcomes and fosters engaged and independent learners. In order to promote student wellbeing and ensure prime conditions for learning, we have invested in the KidsMatter program to promote positive mental health. An action team has received professional development to equip them with the skills to drive the implementation of the whole-school framework and deliver training to staff. Further steps towards introducing this framework have been planned for the following school year.

As a part of our school's holistic approach to wellbeing, we have also recognised the relationship between physical well-being and learning and have strived to improve our students' health through a six-week nutrition program delivered in Early Stage 1 and Stage 1 classrooms. Through this program, our students were equipped with knowledge about healthy eating habits and had the additional benefit of ensuring that students started the day on a full belly, which enabled them to focus on learning. Due to the success of this program, we plan to extend it into all grades during 2016.

This year, we have taken action to improve attendance rates as a part of our first strategic direction. An attendance coordinator, who monitors daily attendance and provides a timely communication link between parents and the school, has been appointed. The Learning and Support Team has then used the data to monitor attendance and actively address issues relating to students with identified patterns of non-attendance. An improved culture of attendance has been achieved through class awards for attendance and individual recognition of improvement.

Whilst we have worked hard to promote learning through creating a positive learning culture, we have also focused on ensuring that curriculum programs and teaching practices, effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. The leadership team has continued to monitor teaching programs to ensure that learning is well-planned and managed throughout the school and have supported teachers to improve and enhance their teaching strategies.

As a school, we have continued to invest in training programs that are grounded in research and are based on providing individualised learning objectives. This has resulted in the provision of ongoing training and support for teachers already implementing L3, TEN and reading recovery, with additional staff to receive training in these programs during 2016, as well as a new program, Focus on Reading. Our school plan included the purchase of new furniture and this has allowed more flexible movements for small groupings within the classroom and supported the L3 pedagogy through collaborative learning.

In order to cater for our students' individual learning needs, our teachers have prioritised planning for their specific learning paths by consistently differentiating the curriculum. To promote this, we resourced a teacher-librarian to team-teach in each class with the specific focus of assisting in the differentiation of writing. This has provided students with a more personalised pathway to writing and has allowed classroom teachers to better support the needs of individual students.

In 2015, the use of technology in the classrooms has increased. An extensive range of writing tools have been investigated and the classroom teachers have been eager to engage students in the use of Google Applications to create, share and give feedback on student work. We have also planned for more access to

individual technology during 2016, by investing in a class set of Chromebooks, which will ensure that technology and 21st century skills can be developed and integrated seamlessly across all curriculum areas.

Over the course of the year, the expertise of staff members has been recognised and capitalised upon, to up-skill other staff members. Our Year 1 teacher, who is also an L3 trainer, has ensured that the L3 program in our school is successfully implemented through the delivery of the most up to date pedagogical practices. Staff with expertise in specific areas have shared their knowledge and skills during staff meetings, staff development days and classroom observations. This has helped when trialling new programs such as Words Their Way, a word study approach to spelling, where the prior experience of a teacher helped with the introduction of the spelling program in the school, following discussions about the need for a more effective whole-school spelling initiative.

The school has begun its journey towards promoting active partnerships through school-wide classroom observations that drive and sustain ongoing improvement in teaching practice and student outcomes. We have prioritised teacher collaboration by releasing teachers to observe other skilled teachers. A team of teachers has received training in the implementation of observations and has been able to share this knowledge with the rest of the staff. This team has been instrumental in developing a protocol for observations and a timeline for the introduction of whole-school observations. During 2016, all staff will participate in classroom observations using the lesson study approach, which will require them to plan, teach and reflect collaboratively with reference to curriculum documents and the Quality Teaching Framework.

This year, many current practices have been refined to ensure that teachers regularly use student performance data to evaluate the effectiveness of their own teaching practices and teaching programs used within the school. The use of PLAN to track student progress has become mandatory for all grades, with four scheduled cut-off dates each year. Allocated time during staff meetings has provided increased opportunities for teachers to collaboratively analyse data and reflect upon how this relates to their own teaching practices.

This data, along with NAPLAN results and classroom assessment, has been used to reflect upon teaching strategies and identify areas requiring further development for individual teachers, and for the staff as a whole. Members of the school leadership team have supported teachers to reflect upon their practice and form professional goals through the performance and development plan process. This has informed priorities for allocation of resources and professional learning within the school, and has allowed teachers to become actively engaged in planning professional development to improve their performance.

Beginning and early career teachers have been supported with mentoring provided by members of the leadership team, with the goal of supporting staff in their pursuit of the Professional Competence level of accreditation. Members of the leadership team have received professional development to better equip them with the skills required in this role.

At Lake Heights Public School, all members of staff have worked beyond their classrooms this year, to contribute to broader school programs, with various staff working to deliver professional development on new syllabuses and coordinate the purchase and organisation of resources.

Throughout 2015, members of the entire staff have been provided with release time to provide collaborative feedback and reflection during scheduled meetings to monitor and evaluate our progress towards the school plan. As a result of this, the school's strategic directions have been reviewed and adjusted to ensure planned outcomes have been met. This year, we have provided opportunities for students and the school community to have input in decisions made regarding the effectiveness of current programs, and plan to extend our partnerships with the community during 2016.

At Lake Heights Public School, we continually strive to improve the quality of the teaching and learning occurring within our school. Whilst we have taken many steps towards achieving our set goals, we recognise that there are continuing improvement measures that we can take to achieve better outcomes for our students.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Attendance

Purpose

Data indicates that attendance levels are consistently below the state average.

This impacts on student learning and social confidence, resulting in a lack of continuity in students' education.

Regular attendance will enable students to bridge gaps in their knowledge and provide them with the opportunities to achieve their full potential.

Overall summary of progress

During 2015, Lake Heights Public School implemented a range of strategies to improve the level of attendance achieved by its students. This resulted in maintained levels of attendance, but fewer unjustified absences. Parents are now making contact with the school before the school contacts them. Students are making a greater effort to be on time and realising the importance that regular attendance has on their learning. A comprehensive outline of strategies is provided below.

Attendance Co-ordinator

- An Attendance Co-ordinator was employed to make regular contact with families when children were absent from school. Phone calls were initially made on the first day of absence. This shifted to calling on the second consecutive day (except for targeted families where children are consistently away so these families are called each time there is an absence)
- The Learning and Support team has been regularly updated in regards to patterns of absences by particular students and follow up action has been taken in the form of contact by classroom teachers and referral to HSLO when necessary.
- Written notes of each phone call home are maintained.
- The Co-ordinator maintains an ongoing conversation with students that helps build a relationship with the school. The rapport that develops with some families has helped to create more awareness of the importance of attendance and has prompted improvements in attending
- The phone call home system and our focus on the importance of attendance has led to a large number of parents now making the first contact with the school when their children are away. The number of unjustified absences is far fewer than in previous years.
- As well as improved attendance and attitudes, the number of students on "Thinking Time" has greatly reduced.
- Practices such as "Perfectly Punctual", "On time Award" and "Best Attendance" have highlighted an awareness in students that shows through in the comments that children are making: e.g. "I arrived at 8.31 today. Sorry I was late ...", "I was on time today. I didn't have the tv on before school". Students are seen running to class so that they won't be late.

Nutrition Program

- A 6-week nutrition program focussed on healthy meals on a two week basis for each meal - breakfast, recess and lunch
- A School Learning Support Officer helped to plan healthy meals (breakfast, recess and lunch)
- Awareness about sugar content, knowledge of food labels on packet goods, healthy food options
- Children commented that they made some of the menus at home.
- Most teachers observed that children's alertness and focus was better.
- It highlighted the fussy eaters in the class and those that wouldn't give new foods a go

Strategic Direction 1

- The program has raised awareness - It gave an opportunity to have conversations about nutrition with individual parents - children comment on the information on food labels

Student wellbeing

- An action team to drive the Kids Matter framework was formed this year. The team attended an introduction to the program run by the "Kids Matter" organisation in Term 3. In Term 4 the team will attend Component One training to be delivered to staff at the end of year School Development Day.
- Liaison with Barnados has been maintained to let them know that we want to work closely to improve parent and community participation with the school. Their contact officer is helping to involve new kindergarten parents with orientation.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (Over 3 years)	Progress achieved this year	\$
More than 90% of students attending school regularly and achieving their full potential.	<p>The role of Attendance Coordinator was established during the early stages of the year, with the intention to extend the position until the end of 2016.</p> <p>Data was used to monitor students of concern and to identify any patterns of non-attendance. It was also used to make referrals for Home School Liaison support.</p> <p>We put into place a range of incentives for students to achieve success such as "Perfectly Punctual" class award, "On time On target for success".</p> <p>In addition to these milestones, the school has increased awareness of the importance of attendance, using the newsletter, school sign and badges worn by staff.</p>	\$12,000
Improved student social skills will lead to a greater number of students achieving the highest levels on the school's student welfare award schemes	<p>A KidsMatter Action Team was formed to receive training to support the development of school implementation plans.</p> <p>A 6-week nutrition program for kindergarten and Year 1 was developed to focus on healthy meals on a two week basis for each meal - breakfast, recess and lunch. This program resulted in increased focus and alertness during class times and a raised awareness about good nutrition.</p>	\$4,000
Aboriginal student attendance is equal to or better than the whole school population.	Systems were put into place to support the attendance and participation of Aboriginal students. With some families, this endeavour still poses a great challenge and further community support needs to be accessed	\$ 8,000

Next steps

The next steps required for 2016 to ensure Strategic Direction 1 is successfully implemented include:

- Acknowledge individual attendance achievement - Tailor awards to specific circumstances of some students who have made certain gains

Strategic Direction 1

- Review our PLP process with a view to honestly examining ways to connect with Aboriginal families.
- Facilitate greater communication between the Attendance Coordinator and classroom teachers by making the record of phone calls available e.g. in Google Docs
- Deliver component 1 training for staff of Kids Matter.
- Review and evaluate our school Discipline Code and welfare practices to ensure that they align with our current school climate and approaches. Which strategies need updating, refining or replacing? Obtain feedback from parents and students.
- Continue to promote good nutrition messages and look for ways to extend the program up through the grades.



Practices such as “Perfectly Punctual”, our “On time Award” and weekly “Best Attendance” highlighted an awareness of the importance and benefits of being at school on time every day. Each day that everyone in a class arrived to their lines by the 8.55 bell (and no-one came in late during the morning) the class got to colour in a letter on their banner which read, “Perfectly Punctual”. The class to colour in all the letters on their banner first, won a pizza party!



Lake Heights students are equipped with knowledge about healthy eating habits.

Strategic Direction 2

Literacy

Purpose

School and NAPLAN data shows that while there is now growth occurring between years 3 and 5, the school is still under-represented in the proficient bands. Spelling, writing, grammar and punctuation were identified as areas of greatest need. Proficient literacy skills enable students to access all curriculum areas

Overall summary of progress

During 2015, Lake Heights Public School implemented a range of measures to improve student achievement in both NAPLAN and PLAN data, with a specific emphasis on writing, spelling and grammar. Over the course of the year, we have evaluated current practices and trialled new programs where current pedagogies were not achieving the desired results. We consulted with teachers and trialled a number of new programs drawn from evidenced-based research. We implemented classroom observations and developed a formal model to share the expertise of teachers, with the aim of improving existing teaching practices.

Collaborative practices

- All classes have been using our teacher-librarian to support writing in the classroom. A teacher survey of the effectiveness of this practice showed that a majority saw an improvement in writing and the benefits of having an additional teacher to assist in the differentiation of writing practices in the classroom.
- To expand upon the opportunities of best practise, structured classroom observations of effective, proven literacy programs such as L3, Accelerated Literacy and Reading Recovery have taken place during the second half of the year. Staff have received professional development in conducting observations which enhance the learning experiences for both students and teachers. We are looking to formalise the observation process during 2016.
- After initial trialling of the Words Their Way spelling program, an increase in student achievement was noted. Additional classes are now implementing the program with a look towards adopting this as a whole-school program. By using this as a whole-school approach to spelling, student performance measures across classrooms are becoming more consistent. A combination of classroom teacher observations and formalised spelling assessment has shown an improvement in spelling, particularly in high frequency words.
- Staff with expertise in specific areas of literacy have provided professional development at staff meeting and stage meetings to up-skill other staff members. For example, our Year 1 teacher who is also a current L3 trainer has conducted a staff meeting on student goal setting and learning intentions in writing. A teacher who received professional development as a part of the NAPLAN writing marker training, shared this learning with other staff members.

21st century learners

- We have incorporated an extensive range of writing tools to cater for all learning styles. Scheduled staff meetings have been used to familiarise staff with a variety of digital learning tools to meet various learning styles. These include Popplet mindmapping, Explain Everything and Self Organised Learning Environments. In addition to this, as a result of attendance at the CoS network meetings, staff members have been introduced to GoogleApps and students in stage 2 and 3 classes are now using GoogleApps to create, share and give feedback on writing that is occurring in the classroom.
 - The creation of a shared Google Drive has enabled teachers to easily share resources. This has resulted in more efficient use of planning time and a greater variety of engaging learning experiences throughout the school.
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Pedagogies

- The school has continued to support the implementation of L3 in early stage 1 and stage 1 classes.
- The purchase of new furniture which supports L3 pedagogy through the provision of collaborative learning which allows more flexible movements for small groupings.
- Current professional learning is delivered by our resident L3 trainer. This has resulted in the delivery of the most up-to-date pedagogical practices in early stage 1 and stage 1 classrooms.
- Classroom observations of Accelerated Literacy and L3 have resulted in specific elements of these pedagogies filtering through the school. Teachers are refining their approaches by incorporating elements of what they observe during structured observations.

Practices

- By doubling the school's Reading Recovery allocation in conjunction with L3 approaches, the Year 1 teachers have seen an increase in student competence and confidence. Almost half of the students in the year 1 class were able to be targeted by the reading recovery teacher due to this increase in funding. Even students who were referred off of the reading recovery program were given additional support from the reading recovery teacher. This resulted in continual improvement in their literacy skills, as was evident in their PLAN data. Ex Reading Recovery students maintained their exit levels and continual growth.
- The expansion of Accelerated Literacy reading materials has given all students access to their own book and improved the outcomes. It has allowed for books to be better matched to students.

As a result of all of the processes that we have implemented from our school plan, our NAPLAN and PLAN data has shown:

- An analysis of this year's NAPLAN results show an increased percentage of students in the proficient bands in spelling, language conventions and writing in Year 3. A similar analysis of the trend data for NAPLAN demonstrated an upwards trend for Year 5 students in writing. In Year 5, 100% of Aboriginal students achieved national minimum standards.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (Over 3 years)	Progress achieved this year	\$
Collaborative Practices	<p>Classroom teachers have collaborated with the teacher-librarian to deliver differentiated writing practices in the classroom.</p> <p>A team of teachers was formed and received training in the implementation of observations, to enhance collaboration and sharing of expertise amongst staff. A protocol for observations has been developed and will be implemented during 2016.</p> <p>A number of whole-school programs have been successfully trialed and will be adopted during 2016. This promotes continuity of learning for students and consistency of language across the school.</p> <p>Staff with expertise in specific areas of literacy have provided professional development at staff meetings to upskill other staff members.</p>	\$10,460
21st Century Learners	<p>The school has adopted Google Apps for both classroom and teacher use. The creation of a shared drive has enabled teachers to easily share resources, resulting in a more efficient use of planning time.</p>	\$1,500

	<p>Staff have received training in the use of a variety of digital learning tools to enhance student engagement and provide opportunities to collaborate, problem-solve and reflect upon their work.</p> <p>As a result of attendance at a professional development hosted by Google, two Chromebooks were purchased and trialled by a Stage 3 class.</p>	
Pedagogies	<p>The school has continued to support the implementation of L3, which includes ongoing training for teachers.</p> <p>To further enhance the implementation of this program, the school has purchased new furniture for all infants classrooms, which allows flexible movements for small groupings.</p>	\$46,000
Practices	<p>The school doubled the allocation of funding for Reading Recovery which resulted in more than half of the students in the Year 1 receiving support through the reading recovery program.</p> <p>Additional reading materials were purchased to support the implementation of Accelerated Literacy.</p>	\$24,400

Next steps

The next steps required for 2016 to ensure Strategic Direction 2 is successfully implemented include:

- Focus on Reading training to be provided for all staff. Having all staff participate in the training will give us a common language to discuss literacy. It will also give greater scope for teachers to teach in other areas of the school
- Continuation of the opportunities to share best practice through classroom observations by ensuring that all staff members are included, particularly additional/support staff members
- Timetabling of Learning Support for one term to focus on Year 3 and 5 NAPLAN preparation (writing).
- Continuation of L3 professional development for staff
- Scheduled intervals for the input of plan data in 2016
- Common writing tasks with consistent teacher assessments - open up dialogue between teachers
- Purchase resources to support the implementation of Words Their Way
- Purchase a class set of Chromebooks or MacBooks to support writing in digital forms.
- Scheduled in-school professional development in technology and Google Apps.
- As the curriculum in many key learning areas moves towards more inquiry-based approaches, it is necessary for teachers to engage in professional development in the area. "21st Century Learning" will also be expanded into Strategic Direction 3 - The Australian Curriculum.

Strategic Direction 3

Australian Curriculum

Purpose

Implementation of the NSW Syllabus for the Australian Curriculum in Mathematics began in 2014. A revised school scope and sequence plan will ensure that all aspects are covered effectively from 2015

The implementation of the new Science and History curricula has the potential to reinvigorate these areas and enhance student engagement.

Collaborative professional development and resource acquisition will assist the school with full implementation of the Australian Curriculum

Overall summary of progress

During 2015, Lake Heights Public School undertook a range of measures to implement the new Australian curriculum areas. This has included the formation of a team to coordinate the resourcing of Primary Connections science units, which align to the new curriculum. In preparation for the implementation of History and Geography curriculums next year, one staff member attended a professional development day on the syllabus and was able to provide training and resources to the rest of the staff as a result of this.

A timeline for the implementation of History and Geography in 2016 was established. Resources to support this implementation were also purchased.

Curriculum Knowledge

- Through planned staff meetings, all staff have increased their understanding of the new curriculum documents for Science, History and Geography and the pedagogies which are required for optimal delivery of these areas.
- Regular review of teachers' programs and classrooms show evidence that they are following the NSW Syllabus for the Australian Curriculum in English, Mathematics and Science.
- School reports were adjusted to reflect changes in syllabus documents in English, and have been adjusted to prepare for new syllabus changes in Mathematics, History and Geography during 2016.
- A range of programming materials were trialled and staff shared resources and scope and sequences that supported the implementation of the new Mathematics curriculum. A common format for scope and sequence was developed and will be used in all classrooms during 2016.
- In History and Geography, a team was formed and online and face-to-face professional development training was undertaken. This knowledge was then delivered to staff at staff meetings. As a result of this professional learning, a timeframe for the implementation of the History and Geography curriculums in 2016 has been established.

Resources

- Primary Connections teaching and learning materials for Science purchased. A team was formed to coordinate the compilation of kits to support the implementation of these units. The resources enable group and hands-on learning that has great appeal to students. Feedback from students has been very positive.
- History and Geography trial units and related resources were provided to staff. Class sets of texts which link to the History curriculum have begun to be purchased.
- Additional resources which aligned with the new NSW Mathematics K-6 syllabus were purchased and are being utilised across the school.

Strategic Direction 3

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (Over 3 years)	Progress achieved this year	\$
Curriculum Knowledge	Staff have received professional development in all new curriculum areas, which is evidenced in their programming, teaching and learning.	\$450
Resources	The school has purchased and collated equipment for three strands of the Science syllabus, with a third to be completed during early 2016. Resources to support the implementation of the new NSW Mathematics K-6 Syllabus were purchased. Class sets of texts linking to the History syllabus were bought in preparation for 2016.	\$5,200

Next steps

The next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented include:

- As staff we need to become familiar with Geography and History units, suitable resources will need to be acquired
- Modify 2016 school reports to accommodate History and Geography
- Provide information to parents about the transition from HSIE to History and Geography
- Review the outcomes for Science and ensure that any gaps left by using the Primary Connections units are addressed particularly in the technology strand
- Support teacher participation in any forms of training available for 21st Century Learning.



Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Learning and support teacher employed</p> <p>Personalised Learning Plans were created</p> <p>Attendance</p>	<p>Aboriginal students achieving below the expected level were able to be targeted and supported by the learning and support teacher.</p> <p>Impact of PLPs was seen to be minimal by a majority of staff. PLPs will be reviewed in the following year and have been added as a milestone for 2016.</p> <p>Attendance was consistent. Parents were more aware of the negative impacts of poor attendance and informed the school more frequently when their child was absent.</p>	\$13,457
<p>English language proficiency funding</p> <p>ESL Teacher</p>	<p>ESL students were supported by the ESL teacher and all four students completed the year above the expected level of ESL proficiency for their stage.</p>	\$11,788
<p>Socio-economic funding</p> <p>Attendance Officer</p> <p>Class free principal</p> <p>Additional reading recovery</p> <p>Music tutor</p> <p>Australian Curriculum</p>	<p>Attendance coordinator maintained an ongoing conversation with families that helped to build positive connections with the school. As a result of the success of the position, it was extended throughout the year. Students with regular patterns of non-attendance were targeted for support by teachers and the learning and support team.</p> <p>Ensured that all process within the school remained on track.</p> <p>Double the number of Year 1 students received support.</p> <p>Students were engaged in weekly ukulele lessons which increased their abilities and creativity through playing and performing.</p> <p>The school delivered engaging, inquiry-based Science lessons which aligned with the Australian Curriculum. Professional development was provided to members of staff. Maths and History resources were purchased for the school.</p>	\$193,695

<p>Literacy Resources</p>	<p>Purchase of new texts supported implementation of L3 and differentiated reading instruction. The purchase of new furniture further supported current pedagogy with a focus on small groups and collaborative learning spaces.</p>	
<p>Low level adjustment for disability funding</p> <p>School learning and support officer employed to work with targeted students</p> <p>School learning and support officer employed to work with students to prepare for NAPLAN</p>	<p>Students with additional needs were identified and were provided with extra support so that they could more fully access the curriculum.</p> <p>An analysis of this year's NAPLAN results show an increased percentage of students in the proficient bands in literacy in Year 3, and show an upwards trend for Year 5 students in Writing.</p>	<p>\$41,806</p>
<p>Support for beginning teachers</p>	<p>Classroom observation and discussions with Year 1 L3 trainer</p> <p>Classroom Observation of Accelerated Literacy classroom teacher</p> <p>Supported teachers implemented classroom observation procedures in the school.</p> <p>Classroom Observation Professional Development training</p> <p>Seven Habits of Highly Effective People</p> <p>Planning time for staff development sessions and Maths coordinator role.</p>	<p>\$14,400</p>

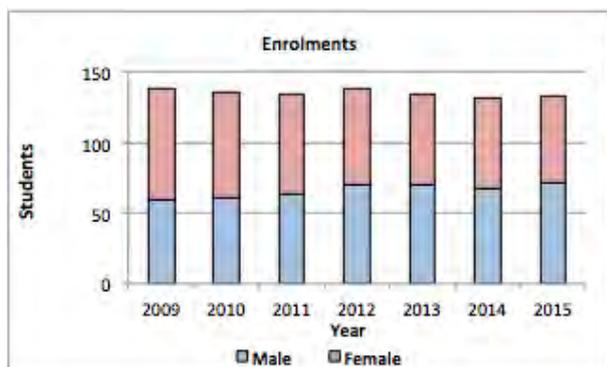


Lake Heights celebrated multicultural education within classrooms and through a variety of whole school events during 2015.

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



Gender	2009	2010	2011	2012	2013	2014	2015
Male	60	61	64	70	70	67	71
Female	78	75	71	69	64	65	62

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	2010	2011	2012	2013	2014	2015
School	K	93.8	92.5	89.6	91.8	90.3	89.1
	1	92.2	90.1	89.8	86.8	92.8	86.1
	2	89.1	88.1	92.6	92.4	92.5	95.0
	3	90.6	92.2	90.3	91.4	93.3	86.7
	4	93.6	88.5	89.1	91.7	90.0	89.2
	5	90.0	93.8	89.8	91.2	90.8	90.5
	6	92.7	86.9	92.2	93.3	91.9	90.1
	Total	91.6	90.1	90.3	91.3	91.6	89.2
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Assistant Principal	1
Classroom Teacher(s)	4

Position	Number
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
Teacher of ESL	0.2
School Counselor	0.1
School Administrative & Support Staff	2.3
Total	9.7

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

In 2015 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
Undergraduate degree or diploma	55
Postgraduate degree	45

Professional learning and teacher accreditation

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

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 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 2015, members of staff participated in professional learning at fortnightly staff meetings which focused on literacy, numeracy, the new Science, History and Mathematics Australian Curriculum, teaching with new school technology, Gifted and Talented Education, and mandatory DoE training on CPR, Child Protection, Asthma and Anaphylaxis. Teachers also undertook courses externally in Best Start, and Literacy and Numeracy. All K-2 teachers took part in Language, Literacy and Learning (L3) training throughout the year.

All teachers undertook workshops provided by the Warrawong Community of Schools staff. These

workshops focused on the Science and Mathematics curriculum.

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

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	153,490.81
Global funds	109,195.77
Tied funds	300,153.79
School & community sources	51,164.72
Interest	4,882.96
Trust receipts	2,289.10
Canteen	0.00
Total income	621177.15
Expenditure	
Teaching & learning	
Key learning areas	1,904.18
Excursions	1,307.74
Extracurricular dissections	11,573.49
Library	229.06
Training & development	26,577.67
Tied funds	287,849.66
Casual relief teachers	21,839.01
Administration & office	30,387.62
School-operated canteen	0.00
Utilities	12,236.87
Maintenance	31,469.21
Trust accounts	1,573.93
Capital programs	39,640.00
Total expenditure	466588.44
Balance carried forward	154588.71

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. Click on the link [My School](#) and insert the school name in the *Find a school* field and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

As we look to implement the KidsMatter Framework, the opinions of parents, students and teachers of the school are being sought. So far teachers, along with our outgoing student population whose opinions are valuable as they reflect upon their time at our school, have been surveyed.

A summary of the survey results indicate that whilst teachers recognise the importance of supporting students' mental health and the impact that this can have on learning, they are not as confident in explicitly teaching social and emotional skills to students. They also indicated that social and emotional skills are not taught effectively as part of the regular curriculum at our school. From this finding, our school has committed to making the KidsMatter Framework a priority within our school plan.

A survey of our outgoing Year 6 students, showed that most students felt that teachers encouraged them to take new challenges and that they felt safe at school. They also indicated that they felt a sense of belonging towards the school.

We recognise that an area requiring improvement for our school is our level of parental engagement and both staff and students indicated this in their surveys. As a result of this, we are now looking at strategies that we can implement next year, to engage our parents and wider community within our school.

Next year, we will seek the input of parents through a broader parental survey.

Policy requirements

Aboriginal education



The implementation of the new curriculum areas have been a focus for our school over the past year.

We recognise the need to embed Aboriginal perspectives across all KLAs and have included this as a part of our Science program. Funds have been allocated to purchase new resources in the following year, to support Aboriginal perspectives within History and Geography.

As a school, we celebrated National Reconciliation Week in classrooms by sharing Aboriginal culture, connecting with communities, stopping racism and celebrating Indigenous success. Students learnt the meaning behind Reconciliation Week and engaged in a range of activities, including studying Indigenous artists, creating their own artworks, reading and writing about a variety of Dreamtime stories and sharing stories of Indigenous leaders within the community.

We value the importance of providing equitable educational outcomes for our Aboriginal students and to ensure this, we closely monitored their attendance so that they had every opportunity to enjoy success in their learning. An Aboriginal Learning and Support Officer was appointed and supported our Aboriginal students through the creation of PLPs. This is reflected in our strategic directions and has been outlined in more detail throughout this document.

Multicultural Education and Anti-racism

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



Highlights and features of the many lands our students come from were celebrated in numerous ways this year. Year 4/5 produced a video that shared many of the different languages our students can speak, our library hosted a very successful Book Week fair with the theme “Books light up our world” and students from Warrawong High School’s Intensive English Centre opened our International

Day celebrations with some amazing African drumming beats. Malaysian dancing, a parade of colourful outfits and authentic costumes, multicultural songs and dances, intricate art work, Venetian masks and Aboriginal war cries all contributed to some highly successful events throughout the year.



A sense of whole-school community harmony was achieved through a culturally inclusive food fair, where parents, grandparents and community members contributed food from their cultural heritage and were invited to share the significance of their dishes and partake in the fair.

EAL/D students played an important part of our school community over the past year. Their parents were engaged in a variety of school activities and were instrumental in the organisation of a Malaysian dance performance at our International Day. They were supported by the EAL/D teacher throughout the year and all four students completed the year above the expected level of EAL/D proficiency for their stage.

A school Anti-Racism Contact Officer was appointed to respond to any race-related issues.



Lake Heights joined with many Australians, in celebrating Harmony Day, through a range of mixed group activities. Bilingual counting, diverse dancing, a huge harmony day banner, Hindu body decoration, studying the heritage of sporting personalities all culminated with a very colourful whole school group photo.