

Lake Heights Public School Annual Report



2016



4011

Introduction

The Annual Report for **2016** is provided to the community of **Lake Heights Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

Peter Heddles

Principal

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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 achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

At Lake Heights Public School, our motto is 'Strive for Excellence'. Over the past year, our efforts have been centred on encapsulating this ideal as we strive to strengthen and deliver on school learning priorities, and guide our students in their own pursuit of excellence. We have high expectations of all of our students and support them in their learning through an ongoing commitment to the improvement of pedagogies, the building of relationships and strengthening of leadership within our school. An assessment of our progress against the School Excellence Framework has shown that we are continuing to make gains across the framework and are achieving within the Sustaining and Growing phase in many areas.

Over the past few years, Lake Heights Public School has made significant changes to the way that we approach student wellbeing in our school, to ensure good conditions for learning and address our strategic direction of attendance. We recognise that enhanced wellbeing leads to improved student outcomes, and understand the social circumstances of our school demographic impact upon some students' attitude towards school and their willingness to learn. For this reason, this year our focus within the Learning Elements aspect of the framework has largely been centred on the Learning Culture and Wellbeing aspects.

To enable our students to better cope with the issues that may arise in their day-to-day lives, we have continued to implement a consistent, whole-school approach to well being, which is underpinned by our school values and promotes the social and emotional wellbeing of all students. We have furthered this work during 2016 and improved upon our ability to provide a learning culture that is built upon strong, caring relationships, high expectations for student behaviour and achievement, and programs that reflect the explicit needs of our students. Our KidsMatter Action Team have now completed their training and have trained teachers in components 1 and 2 of the framework. Using information gathered from surveys of staff, students and parents, our Action Team has developed a plan to formally launch KidsMatter to our school community during 2017.

Over the course of the year, we have invested both time and resources into fostering positive relationships with families and the wider community. This has included expanding methods of communication and increasing opportunities for families to engage in learning experiences, both in person and online. Our evolving online social media presence and multifaceted approach to communication has played an integral role in engaging parents and our wider community in celebrating and showcasing learning at our school. Data drawn from our email provider indicates that an average of 90%

of our families now access weekly emailed newsletters in some capacity. Our active social media account and Class Dojo platforms provide additional measures for parents to engage with their child's learning and provide direct contact to teachers. By ensuring learning and information is increasingly transparent and accessible to parents, we are beginning to remove the barriers to open communication channels between home and school, and are therefore better equipped to develop positive and respectful relationships across the school community.

As a school, we recognise that to support our students, we also need to support and engage the families and community to which they belong. This year, we have developed a shared community space within the school, where parents can freely access information and key online services. Parents are becoming increasingly active users of this space, seeking out information on school policies and engaging with the provided resources. Through informal parent-teacher conversations, scheduled at times to suit working families, and evening parent information sessions on current pedagogies used within the school, we've begun to change the role of parents within our school community, from passive bystanders to active participants in their child's learning. We've also strengthened productive relationships within the community, becoming involved in a mural project to revamp a local area, expanding our lunch order service with the local corner store, hosting Grandparents and International celebration days and working with our feeder high school to incorporate the effective use of PLAN data in their planning and teaching.

Our efforts to improve the learning culture within our school have not only resulted in attendance rates which now exceed the national average, but have also reinvigorated the school community and reconnected with some students and families who were somewhat disengaged. Our focus for the year ahead is to put in place, specific measures to target our Aboriginal population, whose attendance rates are still below the national average. Personalised attendance goals will be set in conjunction with students and parents and revised throughout the year, with planned cultural celebrations as an incentive for meeting these goals, in addition to the whole-school celebrations introduced during 2016.

With strengthened parental engagement, enhanced wellbeing and more productive partnerships in place, our direction for 2017 is now centred on translating our improved learning culture into improved student outcomes.

We have begun to plan and prepare for this next phase through the introduction on various new whole-school programs such as Words their Way, Focus on Reading and Seven Steps to Writing Success during 2016. In addition to this, we have funded the training of four additional teachers in the L3 pedagogy over this year, ensuring L3 is implemented cohesively across all K-2 classes. Our within-school professional learning activities have drawn on the expertise of identified members of staff and have enhanced teachers' understanding of how to deliver effective and engaging literacy lessons. This has been supported by collaborative, planned lesson study observations, where teachers have had the opportunity to give and receive feedback on their teaching practice, using our previously developed protocols.

Through the introduction of L3 across all Early Stage 1 and Stage 1 classes and the implementation of Focus on Reading (FoR) across all Stage 2 and 3 classes, data has played a more central role in teaching and learning within our school this year. Internal student performance measures indicate a majority of students are progressing at the expected levels and have allowed teachers to identify areas of need for particular students and groups. This information is being used to inform whole-class learning intentions, as well as personalised learning goals on a classroom level, and to allocate learning and support resources and guide some decision-making on a school-wide level.

The opportunity to collaboratively enter PLAN data across all grade levels has ensured the collection of data each term, however, a need for professional development and improved consistency of teacher judgements has been identified in this area. Providing professional learning experiences which build teacher skills in the analysis, interpretation and use of student performance data will be a priority for the leadership team during 2017, and a whole-school data wall has been established in the late stages of this year to prepare for these changes. With more regular analysis and improved consistency, our internal measures of data will be used by the leadership team with greater certainty, to allocate resources, inform key decisions and identify new priorities within the school. It is expected that our newly appointed instructional leader will offer expertise and guidance in this area during 2017.

Lake Heights Public School recognises the need to implement effective, evidenced-based teaching methods, which result in measurable improvements in student achievement. By investing in professional learning in proven pedagogies such as L3 and Focus on Reading, we have ensured that explicit, specific and timely feedback is delivered to students across all classes. Providing feedback on personal learning goals and success measured against success criteria during reading and writing, has been our starting point for providing teachers with the knowledge and skills required to deliver feedback effectively. As teachers become more proficient in their ability to deliver feedback effectively, these skills will be transferred to other curriculum areas, with the expectation that feedback will become a central part of effective pedagogy within all curriculum areas.

Throughout this year, we have endeavoured to provide a school and class environment that is intellectually, socially and physically supportive of learning. Our students have had access to a rich variety of learning opportunities that enable them to build on their existing experiences and personal strengths, and work in their preferred ways. This has included the use of technology, with 1:1 chromebook sharing been trialled in our Stage 3 class this year and with plans to extend the program into our Stage 2/3 class during 2017. Access to technology has been improved across the school, with each class now taking ownership of seven laptops and four ipads, in addition to desktop computers in many classrooms. The use of technology supports our focus on 21st century and inquiry based learning across all curriculum areas.

Our move towards more flexible, student-led pedagogies has also also created the need for more flexible physical environments. To facilitate this, Lake Heights has repurposed several of our physical learning environments over the year, upgrading our kitchen facilities to support extra curricular activities, extending our kindergarten room to provide additional space for flexible grouping and dismantling our computer lab to make way for a multi-use Learning Hub and renovated library during 2017. Engine tables to facilitate small group instruction are now present in all K-3 classrooms, with a minor furniture upgrade including engine tables, planned for primary classes next year.

Throughout 2016, all members of staff have continued to contribute beyond the classroom, taking on leadership roles within the school and providing input towards whole-school goals. Teachers have actively supported the communal growth in professional knowledge by sharing their expertise and learning gained from targeted professional development with others, specifically in the areas of managing dyslexia in mainstream classrooms, history, geography, the Maths 'n' Movement program, SAMR model and Focus on Reading. Several opportunities for current and aspiring leaders within our school to mentor and train other teachers in their area of expertise, have contributed to the professional learning of both educators.

Over the course of 2016, professional development plans have been developed and regularly reviewed with each member of staff. This has provided the leadership team with an opportunity to work collaboratively with individuals to identify and discuss areas of professional need that would improve teacher practice and student outcomes. Members of staff have played an active role in sourcing professional development opportunities that are relevant to their own needs, and fit within the priorities of the school. Through these discussions, we have encouraged progress towards higher levels of accreditation, including supporting beginning teachers through a formal mentoring process. Led by our Assistant Principal, this program led to one teacher progressing to the Proficient Teacher level during 2016.

As in previous years, the decisions and main activities of the leadership team have been guided by the vision and strategic directions of our school. Clear processes have been established for ensuring the timely and effective implementation of our school plan, with all staff members playing an active role in routine reviews of milestones and the identification of next steps. With only one year remaining on our current three year school planning cycle, Lake Heights Public School is well placed to achieve many of the objectives within our school plan.

Our actions as a school during 2016, have been purposeful and responsive to the needs and feedback of our school community. Our progress against the School Excellence Framework continues to reflect the growth and ongoing development of our school as we strive for excellence in learning, teaching and leading.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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

- Attendance monitored by the Assistant Principal and contact made with families with unexplained absences. A change in how phone calls are perceived has been noted, with parents now more receptive to phone calls and are often initiating phone calls
- Certificates of recognition for students who had made improvements in any aspects of their attendance were given
- Whole-school rewards for improved attendance with special recognition for those students who maintain an attendance rate of above 99% across two terms.
- Regular conversations with the home-school liaison officer, with a greater shift towards monitoring student attendance, rather than intervention processes.
- Chronic absenteeism linked to higher levels of unjustified absences
- All students with frequent, low attendance rates have been referred to the Home School Liaison Officer.
- Attendance highlighted through communication channels
- Attendance recognised and monitored through the Class Dojo reward system, providing a prompt for parents.
- Aboriginal attendance is not yet equal to rest of school population, however, the an Aboriginal family with particularly inconsistent attendance has now been taken on as a case by our Home School Liaison Officer

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
More than 90% of students attending school regularly and achieving their full potential.	Our school attendance rate is now 93% which is above the state average of 92.2% and represents an increase of 4% on 2015 data. This has helped to improve continuity of learning, particularly for our Aboriginal families.	\$20,000
Improved student social skills will lead to a greater number of students achieving the highest levels on the school's student welfare award schemes.	The Bounce Back program was implemented across the school. As a result, lessons focusing on resilience, core values, friendship and wellbeing are being incorporated in all classrooms. Students are becoming more self-aware and are beginning to monitor their own emotional wellbeing. This has led to a reduction in suspensions and serious incident reports based on student behaviour.	\$2,800
Aboriginal student attendance is equal to or better than the whole school population.	A consistent effort on behalf of staff, has improved Aboriginal student attendance and has resulted in families becoming more receptive and forthcoming when communicating with the school.	\$0

Next Steps

- Target students with chronic absences
- Provide professional learning in new roll marking procedures for 2017
- Continue with whole-school rewards for students with high levels of attendance
- Hold a Kindergarten parents welcome afternoon tea, K/1/2 concert (attended by infants parents of 2016 and kindergarten 2017 students and teachers). K-2 parents asked to bring plate for afternoon tea, kindergarten

students make 2017 students a welcome card

- Plan for a school Community BBQ and KidsMatter launch during 2017. Consider having stalls with community groups – Barnados, High School PE student led activities.

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 have been identified as areas of greatest need. Proficient skills in all areas of literacy will enable students to access all curriculum areas.

Overall summary of progress

- Teachers implemented lesson studies based on the Seven Steps to Writing Success and L3 modelled and guided writing strategies. This allowed teachers to gain a better understanding of how strategies can be implemented across other year levels and reflect upon their own practice through the collaborative design of a lesson. Through the observation of others, teachers were able to gain an insight into new pedagogies, share a common vocabulary for teaching many aspects of writing and refine their own practices.
- Teachers who engaged in L3 training had their literacy practice observed by L3 trainers throughout the year. This allowed them to reflect on their teaching and receive feedback from a qualified trainer to improve their practice and student outcomes.
- Over the year, teachers were asked to implement specific writing strategies and bring examples of these to show a shift in student outcomes. This has resulted in more explicit teaching of writing and observable changes in writing across the school, which included personalised learning goals and whole-class learning intentions.
- Lake Heights introduced 1:1 Chromebooks into the Year 5/6 classroom. Evaluation of success and parental interest in the program resulted in the additional purchase of 30 Chromebooks to extend the program into the Year 4/5 classroom.
- Technology information sessions were delivered to parents, staff and other educators within our community of schools. This resulted in a greater understanding and awareness of how Chromebooks can be used to enhance student learning. This also reinvigorated the BYOD program currently running in the school.
- Professional learning in using the SAMR model (Substitution Augmentation Modification Redefinition) to redefine how technology is used within the classroom. As a result of this, classroom teachers have evaluated how they are integrating technology in the classroom, with a view to progressing learning to the redefinition phase.
- The additional purchase of Apple laptops has resulted in 1:2 in K–3 rooms and 1:1 devices in most primary classrooms. The provision of additional devices will allow greater accessibility to technology in all classrooms and provide additional opportunities for teachers to plan and deliver engaging and flexible learning experiences.
- Implementation of inquiry-based learning was evident in science, history and geography. The acquisition of additional technology will help to support this.
- Implementation of Focus on Reading for all staff took place via an extensive training program that included regular meetings, lesson observations and in-class facilitator support.
- Words their Way was implemented across most classrooms and tracked progression across layers of orthography.
- Four teachers completed their first year of L3 training, resulting in improvement of teacher practice, understanding of current, evidenced-based pedagogy and more consistent practices and dialogue across the K–3 classes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PLAN data will show that students are moving along the Literacy Continuum at an optimal rate	The creation of a data wall enabled us to monitor the progress of all students and readily identify students who required targeted intervention to assist them to make optimal rate. It has also led to discussion and professional development to improve the consistency of teacher judgements.	\$0
NAPLAN data will show an increased percentage of students in the proficient bands for spelling, writing, grammar and punctuation.	2016 NAPLAN data showed some improvement in the percentage of Year 3 students who achieved proficiency. This was attributed to those students' participation in the trial group implementing the Words Their Way program in the previous year. Other areas did not show marked improvement but	\$12,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN data will show an increased percentage of students in the proficient bands for spelling, writing, grammar and punctuation.	results were consistent with statewide trends. Since the start of this three year plan, the number of students achieving proficiency has significantly increased.	\$12,000
Aboriginal students will be equally represented in the proficient bands and along the continuum.	In Year 3 writing and spelling, our Aboriginal students exceeded the rest of the population in their achievement of proficiency. In Year 5 our Aboriginal students achieved in Band 5.	\$10,400

Next Steps

- Implement lesson studies more widely across the year, focusing on areas of need drawn from PLAN data.
- Utilise PLAN data to collaboratively plan learning intentions and personalised learning goals across classes. Whole-staff professional development in using learning intentions and success criteria delivered to staff.
- Facilitate ongoing professional learning for teachers involved in L3 training
- Provide staff development in the use of using technology to give feedback on writing in alignment with the Seven Steps to Writing Success program.
- Focus greater emphasis on the use of technology across a range of KLAs, particularly in the K–2 rooms.
- Explore the option of providing professional learning in the area of inquiry-based learning.
- Provide access to Google Educator training in order to have certified Google Educators.
- Update iPads for classrooms
- Make decisions about school subscriptions (Sumdog and Literacy Planet) including the possibility of moving to an alternative in Mathematics.
- Monitor student progress on PLAN.

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 has helped to ensure that all aspects are covered effectively now. The implementation of the new Science and History curricula has reinvigorated these areas and enhanced student engagement. Collaborative professional development and resource acquisition is assisting the school with full implementation of the Australian Curriculum.

Overall summary of progress

- The school purchased, trained staff and implemented the Maths 'n' Movement program. Lessons are being delivered a minimum of fortnightly across classrooms and meet objectives drawn from the NSW New Mathematics Syllabus. This has allowed for greater opportunities to differentiate learning for individual students.
- Resourced kits for each grade level, catering for Maths 'n' Movement lessons. Teachers report that these have been an effective way of managing the resources required to implement the program.
- PLAN data was entered at regular intervals in all years K–6.
- School reports were updated to provide better spaces for commenting on each learning area.
- Blue Primary Connections kits were purchased to complete the school's Primary Connection resources, and enable all strands of the Science curriculum to be covered.
- Science equipment was replenished to ensure kits were well-resourced and ready for use in the following year.
- Primary Connections units are being implemented across classes K–6, ensuring all outcomes are being taught across grade levels.
- Science coordinators attended training to support implementation of Primary Connections across the school and presented professional learning for other staff members based on the 5Es model.
- Evidence of increased scientific language and understanding of scientific processes noted through observation of student work samples and activities.
- Two staff members engaged in professional learning related to the implementation of the new History and Geography syllabuses. These staff members upskilled other staff during whole-school professional learning sessions and provided a number of resources to guide and scaffold staff in the implementation of History and inquiry-based learning. As a result, teachers were able to effectively deliver the new syllabuses and were provided with opportunities across the year to reflect upon and refine their understanding of the curriculum and the method of delivery.
- The teacher-librarian received professional development and introduced staff to new resources. This informed purchasing of relevant resources and allowed her to better guide teachers in the implementation of history units.
- Purchased new history resources which supported the implementation of history units.
- Implemented history during the first semester and reported on student achievement during mid-year reports. Implemented geography during the second semester and reported on student achievement during end-of-year reports. Parents were informed of student achievement in each area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers' programs and classrooms show evidence that they are following the NSW Syllabus for the Australian Curriculum in English, Mathematics and Science by the end of 2015 and History and Geography by the end of 2016.	Review and discussion of teacher programs indicated that the new syllabuses are being used across all grade levels. Reports have been modified to facilitate a more comprehensive reporting in new curriculum areas. Resources have been purchased to support inquiry based learning. There has been full staff involvement in the transformation of learning spaces to accommodate new methods of inquiry. A History and Geography continuum of learning is now being used in place of a scope and sequence.	\$9,500

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers' programs and classrooms show evidence that they are following the NSW Syllabus for the Australian Curriculum in English, Mathematics and Science by the end of 2015 and History and Geography by the end of 2016.	A science continuum of learning has been developed and is being applied.	\$9,500

Next Steps

- Develop an overview for Maths 'n' Movement lessons.
- Implement consistent measures for collecting evidence and conducting assessment eg SENA
- Implement Early Action for Success recommendations
- Explore the option of a new online mathematics subscription
- Analyse SMART data as a whole staff
- Clearly define how technology is being taught and assessed in current units or create new units to meet these outcomes.
- Evaluate science kits and Primary Connections units and take up any professional learning needs that arise.
- Create checklists for each kit to help manage resourcing of kits.
- Support teachers to better implement inquiry-based learning through the integration of History and Geography into integrated units.
- Decide whether History and Geography should be taught in isolation or integrated and how we report on both curriculum areas.
- Ensure all stage outcomes and tools are being taught and assessed in each year level and this is reflected in classroom programming.
- Provide professional learning in programming for History and Geography so teachers have a shared vision for programming in an integrated manner.
- Consider the option of providing professional learning in the area of inquiry-based learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>An additional teacher was employed to work with Aboriginal students, their families and class teachers on the development and maintenance of meaningful learning plans. The impact has resulted in:</p> <p>Attendance rates for 90% of Aboriginal students at or above the school level which is also above state average</p> <p>Aboriginal students in year 3 writing and spelling, exceeded the rest of the population in their achievement of proficiency.</p> <p>Year 5 Aboriginal students achieving in Band 5 for writing and spelling.</p>	\$18,574
English language proficiency	<p>High quality teaching programs aimed at developing English language proficiency for students with limited English were implemented in connection with the school's learning and support programs. The teaching sought to strengthen students abilities to communicate effectively with their peers and teachers, to participate in classroom and whole school activities, access curriculum content and achieve equitable learning outcomes.</p>	\$5,954
Low level adjustment for disability	<p>This funding provided the school with a specialist teacher for 1.5 days per week to support students with additional needs in order that they may more fully access the curriculum.</p>	\$43,085
Socio-economic background	<p>School initiatives included the purchase of resources, additional support staff, additional teaching staff and professional learning which all related to implementation of the school plan.</p> <p>Literacy, attendance and the Australian curriculum for mathematics, geography and history remained the focus of our strategic directions.</p> <p>Raised expectations of student achievement were evidenced in the conversations and feedback between staff, school leaders and families.</p> <p>Increased student participation and engagement in learning was addressed by a highly successful investment and attention to attendance.</p> <p>A positive and inclusive school culture built on collaboration and trust amongst students, parents/carers, teachers, leaders and the community was assisted by engagement with the KidsMatter framework.</p> <p>Ongoing professional learning continued to build teaching capacity at the individual, whole school and local network level,</p>	\$188,648

Socio-economic background	particularly in the areas of literacy and numeracy.	\$188,648
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	70	67	71	73
Girls	64	65	62	63

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.8	90.3	89.1	92.7
1	86.8	92.8	86.1	91.9
2	92.4	92.5	95	91.7
3	91.4	93.3	86.7	96.5
4	91.7	90	89.2	93.1
5	91.2	90.8	90.5	93.9
6	93.3	91.9	90.1	91
All Years	91.3	91.6	89.2	93
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.55
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration & Support Staff	1.63
Other Positions	0.15

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	46

Professional learning and teacher accreditation

The Professional Learning program at Lake Heights Public School 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 2016, 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, 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-3 teachers took part in Language, Literacy and Learning (L3)

training throughout the year.

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

Approximately half of the school's teaching staff are at an early career stage and are accredited through the New South Wales Education Standards Authority (formerly BOSTES).

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	154 588.71
Global funds	103 304.23
Tied funds	258 094.92
School & community sources	56 490.42
Interest	2 954.22
Trust receipts	892.00
Canteen	0.00
Total income	576 324.50
Expenditure	
Teaching & learning	
Key learning areas	45.46
Excursions	5 476.37
Extracurricular dissections	12 063.42
Library	222.50
Training & development	29 270.08
Tied funds	261 184.40
Short term relief	14 850.68
Administration & office	36 669.26
School-operated canteen	0.00
Utilities	11 184.10
Maintenance	33 699.13
Trust accounts	1 682.00
Capital programs	25 772.00
Total expenditure	432 119.40
Balance carried forward	144 205.10

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	147 327.27
(2a) Appropriation	144 205.10
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	3 070.57
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	51.60
Expenses	-79 773.33
Recurrent Expenses	-79 773.33
(3a) Employee Related	-60 911.57
(3b) Operating Expenses	-18 861.76
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	67 553.94
Balance Carried Forward	67 553.94

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 099 599.80
Base Per Capita	7 175.82
Base Location	0.00
Other Base	1 092 423.99
Equity Total	258 650.95
Equity Aboriginal	20 964.43
Equity Socio economic	188 647.59
Equity Language	5 953.67
Equity Disability	43 085.26
Targeted Total	11 370.01
Other Total	56 164.48
Grand Total	1 425 785.25

A full copy of the school's 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.

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 <http://www.myschool.edu.au> and insert the school name in the Find a school 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. During 2017, 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 key learning areas and have included this as a part of our science program. Funds were allocated to purchase new resources 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.

Multicultural and anti-racism education

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. Students in Year 5 produced a video that shared many of the different languages our students can speak and students from Warrawong High School's Intensive English Centre performed at our International Day celebrations with some amazing African drumming beats. 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 felt 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.

English as a second language or dialect (EALD) 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 performances at our International Day.

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