Lake Illawarra South Public School
Annual Report

2018

3867
Introduction

The Annual Report for 2018 is provided to the community of Lake Illawarra South Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Lake Illawarra South Public School
119-129 Reddall Parade
LAKE ILLAWARRA, 2528
www.lakeillaws-p.schools.nsw.edu.au
lakeillaws-p.school@det.nsw.edu.au
4295 1924

Message from the Principal

Our Annual Report is an opportunity for us to recognise the wonderful learning and achievements that have occurred at Lake Illawarra South Public School over the course of the 2018 school year. Every student at our school has achieved and all have grown in some measurable way. 2018 has been a year of leadership transition and I would like to take this opportunity to thank Mrs Gibson Dean for her leadership of the school during Term 1 of 2018. Fresh eyes bring new perspectives and having now experienced three terms the proud principal of this great school, I would like to share some of my personal observations of Lake Illawarra South Public School.

Firstly, our students are very lucky to attend a NSW Public School with great opportunities, beautiful grounds and well-resourced classrooms. Secondly, our school has great teachers who want nothing but the best for our students. Our dedicated teachers are to be commended for their work throughout the year. They combine a strong sense of caring with high expectations for teaching and learning. They are well supported by an equally committed team of administrative and support staff.

Consistent and systematic self-reflection which leads to whole school improvements is a priority for Lake Illawarra South Public School as we work to develop and educate our students for a rapidly changing future. We expect over their time at our school, the students in our care will maximise their learning potential and reflect deeply on that learning. As teachers, we are constantly learning and adapting our teaching strategies. Changes in curriculum, new approaches to teaching and advances in technology all impact on the important work teachers undertake in classrooms. The annual reporting process serves as an opportunity for the school to capture this cycle of change. The school has also undertaken a rigorous self-assessment, measured against the Schools Excellence Framework which will guide our long term vision and plan for improvement, leading to ongoing excellence.

With a firm focus on student wellbeing where every student is known and cared for, the Positive Behaviour for Learning model was reviewed in 2018 to assist students in setting high expectations for behaviour. The school continued to ensure classrooms focused on innovative future focussed programs to engage students and improve student growth in literacy and numeracy. The school has embraced current research by John Hattie (2015) which identified factors which impact student learning outcomes. As a result of this work, Lake Illawarra South has begun its journey to develop its ability to provide the pedagogy of visible learning for all students.

A positive partnership exists within the school between staff and the parent community. Teaching and learning has been enhanced through parental involvement in the P&C, a range of successful fundraising efforts and parent assistance within the classrooms. To our families, thank you for your continued support of our school and our staff. Thank you for being a partner with us. We are extremely appreciative of this support.

This annual report captures a snapshot of our achievements throughout the school year, highlights the strengths of our school community and identifies the future directions of Lake Illawarra South Public School.

Karen Simula

Principal
School background

School vision statement

To work with families and communities to mold confident, prepared and engaged young people with the desire and skills to thrive in an increasingly global and technological world.

School context

Lake Illawarra South Public School is situated on the shores of the picturesque Lake Illawarra and is part of the dynamic Lake Learning Community of Schools.

Currently, the school has a student population of 238 students, including 18 Aboriginal students, in 10 mainstream classes.

The school is focused on delivering diverse and challenging learning opportunities that support the development of the "whole child". There is a strong emphasis on strengthening partnerships within the community and on student wellbeing to enable students to connect, thrive and succeed. An active and supportive Parents and Citizens Association works closely with staff to enhance the learning and physical environment of the school.

The diverse staff at Lake Illawarra South Public School value quality teaching and utilise a range of professional learning opportunities to constantly reflect on and refine best practice. The school aims to deliver an integrated curriculum that includes innovative and high quality learning experiences for all students. Lake Illawarra South Public School is a "Bump It Up" school and is focused on improving the literacy and numeracy results of all students K–6.

There is a strong emphasis on the integration of technology and future focused learning into classroom activities that enhance student learning and provide opportunities for our students to connect and thrive in a globally connected world.

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.

Learning

The results of the self–assessment indicated Lake Illawarra South Public School is delivering in the domain of Learning in all five elements: Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance Measures.

In the domain of Learning, our school has primarily focused on the elements of Learning Culture and Wellbeing. The school's Positive Behaviour for Learning (PBL) initiative was reviewed and evaluated for its currency and effectiveness. As a result of this process, changes were made to the school expectations of behaviour. The school sought external support from BehaveAbility to ensure effectual changes were made. Teachers developed a consistent approach to managing student behaviour and expectations were clarified with students and parents. 2019 will see further adjustments to our PBL processes.

Lake Illawarra South Public School has been identified as a Bump It Up school and was tasked with identifying students achieving in the middle bands of NAPLAN for reading and numeracy and implementing locally developed targeted initiatives to enhance overall achievement. These initiatives were continued in 2018.

As a school we recognise the need to continue to strengthen our learning culture and wellbeing practices to support students to connect, thrive and succeed.

Teaching

The results of the self–assessment process indicated that Lake Illawarra South Public School is delivering in the Effective Classroom Practice and Data Skills and Use elements within the domain of Teaching. The school was
Engaging in professional learning to enhance our teaching skills and build teacher capabilities to deliver school improvement measures has been our primary focus in the domain of Teaching. Through the development of teacher Performance and Development Plans, staff were able to identify their strengths and areas for development. This allowed for targeted and relevant professional learning experiences for staff at varying stages of their careers. Empowering staff to reflect on their teaching practice has led to a greater understanding of how teacher skills can impact students learning outcomes. The school–funded Mentor Program continued in 2018 as a result of its success in 2017. The program has continued to build the culture of collaboration at Lake Illawarra South Public School. The program involved a mentor working closely with staff to model and observe classroom practice and to support ongoing teacher self–reflection. It aims to build a partnership to develop and strengthen evidence–based teaching practices through effective collaboration.

Staff also committed to effectively using future focussed learning tools to enhance their pedagogy. Initially staff expanded their understanding of the concept of future focussed learning tools and how they can be effectively incorporated into their daily teaching. This has been met with varying success across the school and will continue to be a focus for 2019 through Strategic Direction Three of The School Plan 2018–2020.

**Leading**

The results of the self–assessment process indicated that Lake Illawarra South Public School is delivering in the elements of *Educational Leadership and Management Practices and Processes*. In the elements of *School Planning, Implementation and Reporting* and *School Resources*, the school was assessed as Sustaining and Growing.

Leadership development and management of practices and processes have been central to school capacity building. School staff have been provided with opportunities to develop leadership capabilities by leading initiatives such as Visible Learning, Positive Behaviour for Learning and implementation of the new Science and Technology syllabus. There has been the development of key improvements to community engagement with changes to the school newsletter and website. There has been strong engagement with our community in improving resources within the school such as the outdoor learning space which will be officially opened in early 2019 and in supporting the recruitment of staff and a canteen tender.

Lake Illawarra South is proud of the achievements made in 2018 and recognises the need to continue to pursue excellence in the provision of high quality educational opportunities for every student.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

Strategic Direction 1

Building a Positive Education Culture

Purpose

• Build a positive education culture that is proactive and evaluative where all can connect, thrive and succeed
• Establish and develop an inclusive and collective model of wellbeing
• Create a culture of a shared responsibility

Overall summary of progress

A school–wide commitment to Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. PBL has ensured the use of a consistent approach to teaching and learning appropriate behaviours in the school setting. There have been significant observable changes in behaviour featuring more positive and respectful relationships. Equity loadings were directed to student learning needs across the school to support and enhance student wellbeing. The Learning and Support program supported students with both additional academic needs and social and emotional needs. The team worked collaboratively with families to provide ongoing support to students to ensure they felt connected to the school and their community. The team also regularly monitored student attendance and provided support to families who required assistance in this area. All teaching staff undertook professional learning about the Disability Standards for Education in Term Four. This validated the school systems currently in place to support students with diagnosed disabilities and additional learning needs. A number of initiatives were implemented to strengthen the relationships between home and school. School assemblies were scheduled later in the school day to facilitate parental attendance. This led to a significant increase in the number of parents who were able to attend the weekly assembly. Parent interviews were attended by approximately 45% of parents. This has led to an investigation into how teacher feedback can be presented to parents. Connecting with local preschools led to preschool students visiting the school in Term Four to support a smooth transition to big school. This program will continue in 2019. The school has developed a reciprocal relationship with a large chain supermarket which provides students with fresh fruit as part of the Crunch and Sip and Live Life Well programs.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| Improved levels of student wellbeing and engagement | $2 000 casual relief | • Learning and Support Team meet weekly to discuss students who have been identified as having additional academic, social and emotional needs. The team is focussed on developing Plans of Action to support students and their families.
  • Student attendance is monitored closely by the Learning and Support Team. Attendance plans were put in place for approx. 15% of students.
  • Staff reviewed the current social skills program and investigated Friendly Schools program for implementation in 2019.
  • Review of wellbeing policy/procedures began and will be finalised early in 2019.
  • Investigated Peer Support as a method to support student wellbeing and student leadership. This program will be trialled in Term Two 2019. |
| Staff demonstrate consistent and positive responses to student behaviour | $15 000 | • BehaveAbility was engaged to support staff in developing a consistent approach to student behaviour. Staff attended a weekend workshop prior to school based support being implemented. Throughout Terms 3 and 4, staff reviewed and modified current practice within the school.
  • All staff (teaching and non–teaching) undertook Management of Actual or Potential Aggression professional learning in Term 3. |
## Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
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</tr>
</thead>
</table>
| Increased community participation in school based events and engagement in decision making processes | Nil cost to the school | • School assembly scheduled for latter part of the day to encourage increased parent attendance.  
• Reviewed the parent/teacher interview schedule to increase parent attendance for 2019.  
• Used online booking system to facilitate parent engagement.  
• Parent invitations to various school events to increase awareness about opportunities to attend functions.  
• Scheduled alternate P&C meetings at night to encourage increased attendance.  
• Surveyed parents in Term 4 about seminars and workshops they would be interested in attending in 2019.  
• Parents encouraged to give feedback to the school during the annual review through the Tell Them From Me surveys.  
• Revamped the school newsletter to ensure it is informative and engaging. |

## Next Steps

Investigate/implement Friendly Schools program.

Introduction and implementation of school-wide Peer Support Program. Staff to attend professional learning and develop implementation plan for Term 2, 2019.

Trial/Introduce revised Welfare Matrix and award system.

Review tracking of student behaviour in Sentral.

Interview schedule adjusted to increase parent engagement/attendance.

Investigate The Berry Street Model as a support to revised welfare strategies.

Continue to utilise BehaveAbility as a whole school approach to managing student behaviour.

Introduce parent information sessions regarding curriculum, CyberSafety and wellbeing strategies.

Continue to schedule alternate P&C meetings late afternoon before pick up time and in the early evening.
Strategic Direction 2
Delivering Evidence Based Practices

Purpose

- Create an educational culture of reflection, collaboration and empowered teaching practice
- Embed high impact, evidence based pedagogies that foster student engagement, maximise learning and promote success

Overall summary of progress

Throughout 2018 Lake Illawarra South Public School maintained a focus on delivering evidence based practices identified in CESE’s What Works Best. Staff were supported in personalised targeted professional learning through the school–funded Mentor Program. Staff worked closely in stage teams with an executive member of staff to share best practice and to enhance curriculum delivery.

An assessment schedule was developed to facilitate data collection across the curriculum. Teaching staff was heavily supported with professional learning as Lake Illawarra South Public School transitioned to PLAN2. Teachers used PLAN2 software to record, analyse and monitor student progression using the Literacy and Numeracy progressions. Teachers are using pre and post test information to individualise their numeracy and spelling instruction and identify the impact of their teaching. Scheduled data conversations and professional learning sessions have supported teachers in identifying student growth.

Visible Learning workshops were presented and staff developed Lake Illawarra South Public School's Learning dispositions. These will be further refined in Term 1 of 2019 before their introduction to students in Term 2. Learning Intentions, Success Criteria, What a Good One Looks Like (WAGOLL) are being used across the school with varying degrees of success.

Stage 1 and early career teachers undertook professional learning in Language, Learning and Literacy (L3) throughout 2018. This professional learning was supported through workshops, demonstration lessons and supervised practice. L3 is a research–based intervention program targeting reading and writing; complementing classroom literacy programs. Teachers incorporated explicit instruction in reading and writing strategies in small groups using the strategies learned throughout their professional learning.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant improvement in the number of students achieving one year's growth for one year's learning</td>
<td>L3 Training – $11 250</td>
<td>Stage 1 and early career teachers completed Language, Learning and Literacy professional learning. Stage–based teams analysed student work samples regularly to ensure consistent teacher judgement in literacy and numeracy. More consistent application of learning intentions and success criteria in literacy across the school.</td>
</tr>
<tr>
<td></td>
<td>Visible Learning – $5 000</td>
<td></td>
</tr>
<tr>
<td>Increased proportion of students achieving in the top two bands of NAPLAN</td>
<td>L3 Training – $11 250</td>
<td>Results in Year 3 NAPLAN indicate an increase in the percentage of students achieving in the top two bands Reading (2017 – 40%, 2018 – 48%) Writing (2017 – 32%, 2018 – 35%) Results remained consistent at 30% in the area of spelling. Results for Year 5 showed a decline.</td>
</tr>
</tbody>
</table>
Progress towards achieving improvement measures

<table>
<thead>
<tr>
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| Effective PDP process drives differentiated professional learning that aligns with strategic directions | Mentor program – QTSS staffing allocation | • Team leader observations and reflections demonstrate high level of authentic engagement in collaborative planning and professional learning.  
• Mentor program implemented consistently, demonstrating flexibility for staffing changes.  
• Adjustments made to Mentor Program to further address staff professional learning and to create more opportunity for collaboration amongst staff.  
• School wide system in place for creation, development, monitoring and evaluation of all PDPs |

Next Steps

Develop plan to utilise Sentral to collect school based data to allow the triangulation with NAPLAN and PLAN2 data to track student learning growth.

Adjustments to Mentor Program to support teacher professional learning and enhanced teacher pedagogy, particularly in literacy and numeracy. Continue to use Mentor Program as a tool for supporting teachers' PDP goals.

Use Visible Learning strategies via achievement tools to identify students with additional learning needs and analyse student growth.

Further professional learning about Learning Intentions, Success criteria, What a Good One Looks Like (WAGOLL) to solidify staff understanding.

Continue to upskill staff in using PLAN2 as an effective tool for measuring student progress.

Rigorous review of current spelling program effectiveness.
Strategic Direction 3

Future Focussed Learning

Purpose

• Prepare students to thrive in a rapidly changing and interconnected world
• Connect with and engage students through innovative teaching and learning
• Support students to become self-regulated learners
• Develop students critical and creative thinking skills and their ability to solve complex problems

Overall summary of progress

The school has made significant gains in improving the reliability of the wireless network and ensuring ease of access to technology across the school. A number of professional learning sessions were delivered by school staff to support identified teacher needs. Coding and Robotics were incorporated into the Release From Face to Face teaching program to ensure consistency of delivery and to increase the access for students to innovative technology. All teaching staff had at least one PDP goal related to improving their understanding/use of technology.

A rigorous review of the inquiry units scope and sequence was undertaken by staff. Adjustments to units of work were made to reflect updated syllabus requirements and to ensure a systematic building of student skills and knowledge. Sharing of best practice was undertaken across stage based teams to enhance teacher efficacy. Professional learning regarding the general capabilities was presented to staff and programming of these was supported through the Mentoring Program. Students in Stages 2 and 3 are beginning to show a more disciplined approach to their learning and demonstrate the skills of cooperation and collaborative practices.

Progress towards achieving improvement measures

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</tr>
</thead>
</table>
| Improved use of technology to support teaching and learning programs in a meaningful manner | $12 000 | Ratio of Chromebooks to students across the school has increased to 2:1
Moved to MDM (mobile device management) to increase reliability of iPads and wireless network across the school.
Switched to Education Domain for the school to improve reliability and ease of access to school wireless network.
Robotics and coding lessons taught through RFF teaching/learning program. |
| Students demonstrate increased ability to apply critical and creative skills to problem solving situations | Nil cost to the school | Reviewed and updated the inquiry units of work for K–6.
Ensured general capabilities are incorporated into all teaching and learning programs.
Flexible assessment incorporated into teaching/learning cycle, allowing students to demonstrate their understanding of concepts.
5 Learning Dispositions collaboratively developed by staff.
Stage 2 and 3 students using a variety of creative skills to demonstrate their understanding, allowing for greater flexibility |
**Next Steps**

Trial SeeSaw for Schools as a tool for collating student work samples and facilitating teacher/student feedback and reflection.

Continue to build the capacity of staff in the effective and genuine use of robotics and coding within the classroom.

Investigate and trial the use of STEMShare resources to support and enhance future focused student learning.

Refine Learning Dispositions in Term 1, ready for introduction in Term 2.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
</table>
| Aboriginal background loading          | RAM Aboriginal Funds $4200             | • Professional Learning Workshop – developing Personalised Learning Pathways.  
• Identified staff members provide support for Aboriginal students in reaching Personalised Learning Pathway goals.  
• All Aboriginal students participate in the development of their own Personalised Learning Pathway.  
• An Aboriginal staff member was identified and supported to build relationships with students and the school community.  
• High level of parent/carer attendance and engagement with PLP Presentation Afternoon Teas.  
• All Aboriginal students attended the Shellharbour City Council Reconciliation Walk.  
• Learning experiences dedicated to forming cultural connections timetabled. All Aboriginal students attended on a weekly basis. |
| Low level adjustment for disability    | RAM Equity Funds $112 000 for SLSO engagement $15 000 Speech Pathology Program $83 290 – 0.8 Staffing Allocation Low level adjustment for disability ($10 000.00) | • All students requiring adjustments and accommodations are catered for within the school. 48 students were referred to the Learning Support Team, in addition to students on recurring monitoring.  
• 68 students required adjustments to cater for a disability. 58 students required supplementary, 10 required substantial and no student required extensive levels of adjustment.  
• The Learning Support Team targeted a number of students with specific numeracy and literacy programs. School Learning and Support Officers delivered individually designed programs to meet the needs of students.  
• Learning Support Team meetings were held weekly to discuss student progress and wellbeing.  
• Regular contact between the team and classroom teachers ensured strong partnerships were formed with families.  
• Personalised Learning Plans and Behaviour Support Plans were developed for students in consultation with parents and reviewed throughout the year by the Learning Support Team.  
• Continuation of Speech Pathology Program for Kindergarten. All students assessed.  
SLSO was utilised to implement the program with support from trained speech pathologist for Terms 2 and 3. Significant progress was made with students that completed the program in their ability to hear, identify and pronounce sounds.  
• Engagement of SLSO to support individual students and groups of students within the classroom.  
• 0.8 staffing allocation was utilised to implement Learning and Support program offering a variety of in class support for literacy and numeracy, including individual and small group instruction. |
<table>
<thead>
<tr>
<th>Quality Teaching, Successful Students (QTSS)</th>
<th>Quality Teaching, Successful Students (QTSS)</th>
<th>• Funds were utilised to support the employment of School Funded Mentor and release classroom teachers to engage in the Mentor Program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 42 895.00 for engagement of staff</td>
<td>$ 42 895.00 for engagement of staff</td>
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<tr>
<td>• Quality Teaching, Successful Students (QTSS) ($42 000.00)</td>
<td>• Quality Teaching, Successful Students (QTSS) ($42 000.00)</td>
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<tr>
<td>Socio–economic background</td>
<td>RAM Equity Funds</td>
<td>• Funds were used to deliver a school based speech program, facilitated by a qualified Speech Pathologist.</td>
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<tr>
<td></td>
<td>$15 000 – Speech Program</td>
<td>• Funds were allocated to support student engagement in a range of curriculum areas and special events.</td>
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<td></td>
<td>$83 290 – 0.8 Staffing Allocation</td>
<td>• Staffing allocation was utilised to support student learning within the classroom through the Learning and Support Program.</td>
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<tr>
<td></td>
<td>• Socio–economic background ($41 000.00)</td>
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<tr>
<td>Support for beginning teachers</td>
<td>Beginning Teacher Support</td>
<td>Funding was received for two early career teachers in 2018.</td>
</tr>
<tr>
<td></td>
<td>$ 8 500 Casual relief and professional learning experiences</td>
<td>• Early career teachers were mentored by a more experienced staff member to ensure programming, policy and procedural requirements were met.</td>
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<tr>
<td></td>
<td></td>
<td>• Early career teachers attended professional learning workshops for L3, autism awareness, sport, behaviour management and Visible Learning.</td>
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</table>
### Student information

#### Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2015</th>
<th>2016</th>
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<tbody>
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<td>Boys</td>
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<td>Girls</td>
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#### Student attendance profile

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<td>96.9</td>
<td>95.2</td>
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<td>1</td>
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<tr>
<td>All Years</td>
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<td>93.4</td>
<td>94.5</td>
<td>93.4</td>
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<tr>
<th>State DoE</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td>K</td>
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<td>94.4</td>
<td>93.8</td>
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<tr>
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<tr>
<td>All Years</td>
<td>94</td>
<td>94</td>
<td>93.9</td>
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### Workforce information

#### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8.53</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.32</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>2.42</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

The Australia Education Regulation, 2014 requires school to report on the Aboriginal composition of their workforce. In 2018, Lake Illawarra South Public School has one staff member who identifies as Aboriginal.

#### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>33</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>67</td>
</tr>
</tbody>
</table>

#### Professional learning and teacher accreditation

The teaching staff of Lake Illawarra South Public School participated in a number of professional learning activities designed to build the capacity of staff to achieve our priorities as set out in the School Plan 2018–2020. Staff were also involved in professional learning programs to build the capabilities of early career teachers and aspiring and current school leaders. Professional learning opportunities were provided to staff through a range of initiatives including, fortnightly whole-staff professional learning meetings and school development days. Staff members also attended workshops, professional learning network meetings and conferences outside of school hours. All staff members, teaching and non–teaching participate in mandatory compliance training in areas such as Work, Health and Safety, Child Protection, Code of Conduct, CPR and Emergency Care. The main areas of focus for 2018 were:

- Primary Principal Association
- Management of Actual or Potential Aggression

### Management of non-attendance

Lake Illawarra South Public School monitors attendance at classroom, stage and school levels. The Learning and Support Team (LST) monitors the wellbeing of students and works proactively with the Home School Liaison Officer (HSLO). A member of the executive team is identified to oversee and support the implementation of the whole school attendance program. At all times, emphasis is placed on maintaining frequent and positive contact with families and providing proactive support in resolving attendance concerns.
Financial Management  
Language, Learning and Literacy (L3)  
Autism Awareness  
Disability Standards for Education  
BehaveAbility  
Visible Learning

One staff member completed their accreditation at Proficient level during 2018. Another staff member was working towards completing their accreditation and moving from Provisional to Proficient. All other staff were maintaining their Accreditation with the NSW Education Standards Authority.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
<td>226,727</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td>2,345,883</td>
</tr>
<tr>
<td>Appropriation</td>
<td>2,290,020</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>3,498</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>50,831</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>0</td>
</tr>
<tr>
<td>Investment Income</td>
<td>1,534</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>-2,203,432</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-2,203,432</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-1,995,906</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-207,527</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>0</td>
</tr>
<tr>
<td><strong>SURPLUS / DEFICIT FOR THE YEAR</strong></td>
<td>142,451</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>369,178</td>
</tr>
</tbody>
</table>

The school's finances are managed by a finance committee comprising of the principal, school executive, a P&C representative and the School Administrative Manager. The committee meets to set the school's budget based on whole school needs and strategic priorities. Income, expenditure and cash flow are monitored on a regular basis by the principal and School Administrative Manager.

Currently the budget is holding funds to engage teaching staff above establishment in 2019. Intended use of funds available will be used to continue to support the key strategic directions of The School Plan 2018–2020.

Financial summary equity funding

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

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Total</strong></td>
<td>1,836,377</td>
</tr>
<tr>
<td>Base Per Capita</td>
<td>46,602</td>
</tr>
<tr>
<td>Base Location</td>
<td>0</td>
</tr>
<tr>
<td>Other Base</td>
<td>1,789,775</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td>259,309</td>
</tr>
<tr>
<td>Equity Aboriginal</td>
<td>13,626</td>
</tr>
<tr>
<td>Equity Socio economic</td>
<td>132,339</td>
</tr>
<tr>
<td>Equity Language</td>
<td>646</td>
</tr>
<tr>
<td>Equity Disability</td>
<td>112,699</td>
</tr>
<tr>
<td><strong>Targeted Total</strong></td>
<td>28,322</td>
</tr>
<tr>
<td>Other Total</td>
<td>76,535</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>2,200,544</td>
</tr>
</tbody>
</table>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should
take into consideration the different test formats and are discouraged during these transition years.

31 students from Year 3 and 37 students from Year 5 at Lake Illawarra South Public School participated in the National Assessment Program in 2018. Results for Year 3 remained steady across all aspects of literacy. Year 5 results remained steady across all aspects of literacy excepting spelling, which showed a slight decline in the percentage of students achieving in the top two bands as compared to 2017.
31 students in Year 3 and 37 students in Year 5 undertook the NAPLAN assessment in Numeracy. The percentage of Year 3 students achieving in the top two bands for Numeracy were similar to those of 2017. There was a significant increase of students achieving in Band 4 (42% 2018) compared to 2017 (17%). Year 5 results for the top two bands showed a decline from 13% in 2017 to 3% in 2018.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.
Premier’s Priorities: Improving education results for students in the top two NAPLAN bands

Year 3
• 48% of students were in the top two bands for Reading.
• 32% of students were in the top two bands for Grammar and Punctuation.
• 29% of students were in the top two bands for Spelling.
• 36% of students were in the top two bands for Writing.
• 23% of students were in the top two bands for Numeracy.

Year 5
• 8% of students were in the top two bands for Reading.
• 5% of students were in the top two bands for Grammar and Punctuation.
• 5% of students were in the top two bands for Spelling.
• 3% of students were in the top two bands for Writing.
• 3% of students were in the top two bands for Numeracy.

State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Year 3
• 50% of students were in the top two bands for Grammar and Punctuation.
• 100% of students were in the two middle bands for Reading.
• 50% of students were in the top two bands for Spelling.
• 50% of students were in Band 4 for Writing.
• 100% of students were in Band 3 for Numeracy.

Year 5
• 50% of students were in Band 6 for Grammar and Punctuation.
• 100% of students were in the two middle bands for Reading.
• 50% of students were in Band 6 for Spelling.
• 100% of students were in Band 5 for Writing.
• 50% of students were in Band 6 for Numeracy.

Parent/caregiver, student, teacher satisfaction

Parents, caregivers, and teachers participated in the Tell Them From Me surveys to gauge satisfaction with the school. Students in Years 4 to 6 were surveyed, as well as parents and teachers. 14 teachers, 70 students responded to the survey. The scores for the Likert–format questions (i.e. strongly agree to strongly disagree) have been converted to a 10–point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position. As there were no parent responses to the Tell Them From Me surveys, parents were approached to complete a school based survey. There were 19 respondents to this survey.

Parent Responses
• 95% of parents strongly agree or agree the students are the school's main concern.
• 95% of parents strongly agree or agree the school has effective and supportive welfare programs.
• 68% of parents strongly agree or agree the merit system rewards and encourages students.
• 84% of parents strongly agree or agree that teachers set high standards of achievement.
• 90% of parents strongly agree or agree that fair discipline exists within the school.
• 100% of parents strongly agree or agree the school is successful in improving the social and emotional wellbeing of their child.

Teacher Responses
• I set high expectations for student learning: 9.2
• When I present a new concept I try to link it to previously mastered skills and knowledge: 8.6
• Students receive feedback on their work that brings them closer to achieving their goals: 8.3
• Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts: 8.0
• I establish high expectations for classroom behaviour: 9.0
• I strive to understand the learning needs of students with special learning needs: 8.9
• In most of my classes I discuss the learning goals for the lesson: 8.0
• I create opportunities for success for students who are learning at a slower pace: 8.6

Student Responses
• 89% of students had a high rate of participation in sports.
• 92% of students value schooling outcomes.
• 83% of students try hard to succeed at school.
• Classroom instruction is well–organised, has a clear purpose and teacher feedback helps me to learn: 7.9
• My teachers treat me fairly and my teachers care about me: 8.0
• My teachers have high expectations of student achievement: 7.8

Policy requirements

Aboriginal education

Lake Illawarra South Public School offers a rich curriculum which explores and supports Aboriginal and Torres Strait Islander culture, histories, traditions and contemporary Aboriginal Australia. Aboriginal and Torres Strait Islander histories and cultures are embedded as a cross–curricular priority in all learning programs and provide a solid foundation of understanding for our students.

Equity funding has enabled our school to continue to
implement a number of programs to assist Aboriginal students to access opportunities in a supportive and culturally inclusive learning environment and raise the profile of Indigenous culture in our community. A number of events were celebrated throughout the school year to highlight Aboriginal and Torres Strait Islander cultures within the school. Students participated in a Reconciliation Walk hosted by Shellharbour Council during Reconciliation Week. Following the walk, students participated in a range of Aboriginal cultural activities and enjoyed a barbeque with community members. All students at Lake Illawarra South participated in art and craft activities in support of the messages of reconciliation.

NAIDOC Week was celebrated in Term 2 and was another highlight on the school calendar. Parents and carers of Aboriginal and Torres Strait Islander students were invited to an afternoon tea to celebrate the learning achievements of students. The afternoon tea was well received, with over 70% of families attending.

2018 also saw the planning of a bush tucker garden within the school grounds. Some initial planting has begun and funds have been set aside for 2019 to continue the project. Students and families alike are excited to have input into the garden.

As a school, we continue to incorporate an Acknowledgement of Country in all formal school assemblies. There are plans to incorporate the Dharawal version of the national anthem into assemblies in 2019.

**Multicultural and anti-racism education**

Multicultural perspectives are included in learning programs through the cross–curriculum priorities and general capabilities from the NSW syllabuses. Lake Illawarra South Public School continues to have a strong focus on the teaching of tolerance and respect to build social cohesion and inclusion. Building a culture of harmony, tolerance and acceptance is a key objective of the school's program. Lessons are embedded into PDHPE, literacy and inquiry units of work. The school actively promotes through class lessons, assemblies and through our daily interaction with students and community members, acceptance and tolerance of all races, faiths and cultures. Our School Behaviour Expectations reinforce and promote tolerance, respect and unity. In 2018, the school participated in the campaign against bullying and racism, culminating in our participation in National Day of Action Against Bullying and Violence. Students undertook lessons and activities about the effects of bullying and racism and how they can help to create safer communities for everyone.

Another highlight on the school's calendar was our participation in Harmony Day celebrations. Students wore orange accessories to show their support for cultural diversity and an inclusive Australia. Students participated in a range of activities conveying the central message 'Everyone Belongs'. Following the activities, a special harmony day assembly was held for parents to showcase student learning.