Lake Illawarra South Public School

2019 Annual Report

3867

Introduction

The Annual Report for 2019 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

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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

Improvement Measures

Improved levels of student wellbeing and engagement
Staff demonstrate consistent and positive responses to student behaviour
Increased community participation in school based events and engagement in decision making processes

Progress towards achieving improvement measures

Process 1: Support for Students
      • Quality teaching and learning programs and support mechanisms exist to build the capacity of students to engage with the whole school community in a positive manner

Evaluation	Funds Expended (Resources)
Social and Emotional Learning scope and sequence finalised and incorporated into whole school overview document, ready for full implementation in 2020. Welfare policy and procedures effectively implemented across the school resulting in significant reduction in both low level behaviours and significant behaviours. Staff and student wellbeing positively impacted as a result. School merit system reviewed. Adjustments made for 2020. Whole school assembly structure reviewed. Scaffold drafted for 2020 trial. School continued to work with BehaveAbility. Staff identified the success of the work with student behaviour. Reviewed implementation strategy for 2020. Continue with support each term. New staff to complete professional learning.	Casual relief for staff $2 000 BehaveAbility Professional Learning and staff support $5 100 Awards $1 200

Process 2: Positive Wellbeing Model
      • Draw on evidence–based research to review, refine and implement a whole–school positive wellbeing model where all students can connect, thrive and succeed

Evaluation	Funds Expended (Resources)
Berry Street Education Model (BSEM)– Strategic Direction 1 team attended professional learning. Shared key ideas and strategies with whole staff. Body strategies incorporated into 4 classrooms across the school as a trial in Term 4. Professional learning opportunities identified for further training in 2020. Application for School Chaplaincy program successful. Funding to be provided for a School Chaplain for 3 years, commencing in 2020.	Professional Learning $4 000 Resources $600

Process 3: Staff, Parent and Community Engagement
      • Build shared understanding within the community about best practice strategies to support students in key areas of need
      • Facilitate positive relationships between and among members of the wider school community

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
Multiple opportunities for community use of school facilities identified for 2020. Term 1 parent information sessions reviewed and alternative structure identified for 2020. Increased parent contact across the school, regarding student achievement and behaviour due to adjustments in welfare procedures. Numerous successful school events with increased levels of parent participation throughout the year. P&C membership steady.	Casual relief $1 000 School Events $1 000

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

Improvement Measures

Significant improvement in the number of students achieving one year's growth for one year's learning

Increased proportion of students achieving in the top two bands of NAPLAN

Effective PDP process drives differentiated professional learning that aligns with strategic directions

Progress towards achieving improvement measures

Process 1:   Curriculum
   • Deliver a high impact, engaging curriculum that is based on an evidence based progression of learning in literacy and numeracy

Evaluation	Funds Expended (Resources)
NAPLAN results were analysed at a whole school level indicating areas of slight decline and steadiness. Investigation and staff discussion indicated path of reviewing whole school English Scope and Sequence was required to ensure explicit teaching strategies are incorporated throughout the teaching learning cycle. Stage teams were released to engage in professional learning with the Strategic Support Team to deepen their knowledge of the English syllabus. Stage teams released to scope English content. Staff were highly motivated and engaged with the process, leading to review and major adjustment to the school overview documents. Targeted staff with specialised expertise were released to develop PDHPE and Technology Scope and Sequences.	Casual relief $5 000 2 x twilight professional learning sessions

Process 2:   Evidence Based Pedagogy
   • Ensure teaching programs are data driven, based on sound formative assessment practices and demonstrate the use of evidence based pedagogies
   • Use learning intentions, success criteria, goal setting and feedback to drive learning that is personalised, explicit and engaging for all students

Evaluation	Funds Expended (Resources)
Due to refocus on developing scope and sequences, work around Visible Learning was scaled back. Classroom teachers developed Learning Intentions for literacy and numeracy lessons and success criteria were developed for student reflection and ongoing assessment. Further work in 2020 is required in these areas to deepen staff knowledge and to build collective efficacy. Review of current spelling program. Decision made to change program across the school. Resources purchased and professional learning undertaken. Evaluate and refine the process implemented and reset goals for 2020.	Casual relief $1 000 1 x twilight professional learning session Spelling Resources $800

Process 3:   Collaborative and Reflective Practice
   • Utilise school based structures and resources to best support active collaboration, teacher

Progress towards achieving improvement measures

Process 3: professional learning and drive evidence based, reflective practices

Evaluation	Funds Expended (Resources)
Staff indicated the collaborative planning days ensured consistency of curriculum delivery across each stage. Early career teachers indicated that their skills in creating appropriate learning sequences were developing well with the support of executive staff. Cross stage teachers felt supported in ensuring all outcomes and content were covered through support of supervisors. Effective PDP procedures implemented. Opportunities provided for staff to engage in targeted professional learning to enhance skills and deepen knowledge in a range of curriculum areas, learning support strategies and effective use of technology within the classroom.	QTSS Allocation $42 000 Professional Learning $10 000

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

Improvement Measures

Improved use of technology to support teaching and learning programs in a meaningful manner

Students demonstrate increased ability to apply critical and creative skills to problem solving situations

Progress towards achieving improvement measures

Process 1:   Access to Technology
         • Professional learning and resourcing to support teachers and students to engage with innovate technology and learning experiences

Evaluation	Funds Expended (Resources)
Staff completed professional learning about the Digital Technologies and ICT curriculum requirements. This led to a greater understanding of the differences between digital technologies and information and communication technologies. Staff was able to develop genuine and rich tasks to support learning in these areas. STEMShare resource kits were borrowed to stimulate staff and student engagement with alternate technology devices such as robotic equipment. Professional learning was also undertaken to develop staff confidence with new devices prior to student engagement. An audit of current technology devices was completed by the Strategic Direction Team. A systematic plan was devised to purchase replacement parts to ensure all technology functional, along with new devices to replace outdated devices. This plan will be completed at the end of 2020. Stage ratios will be as follows: Stage 3 – 1 device per 1 student, Stage 2 – 1 device per 2 students, Stage 1 and Early Stage 1 – 1 device per 3 students. Outdated and devices which were unable to be repaired were disposed through free e–waste collection. Asset register updated and communicated to staff.	Casual relief $1 000 Technology purchases $17 000

Process 2:   Critical and Creative Thinking
         • Teaching and learning programs are designed to challenge students to engage creatively and critically in authentic and meaningful learning

Evaluation	Funds Expended (Resources)
Digital Technologies Scope and Sequence has been developed for the even year. Odd year cycle to be developed in Term 1 2020. The ICT skills have been incorporated into whole school scope and sequences. Genuine links to other curriculum areas was the focus to ensure skills were taught sequentially and systematically from Kindergarten to Year 6.	Casual relief $1 000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Aboriginal Background Loading $16 000	Two staff members completed Stronger Smarter Approach professional learning to enhance their understanding of effective teaching and learning practices. All Personalised Learning Pathways developed in consultation with parents, caregivers and students focusing on academic and cultural learning goals and the beginning of the year to ensure all students are known, valued and cared for. Ongoing review of PLPs throughout the year at regular intervals. The Christine Anu, 'In Conversation and Song', whole school performance was a highlight of the school calendar in 2019. Aboriginal and Torres Strait Islander students work as a group on a weekly basis with two teachers and the support of parental assistance to focus on Personalised Learning Pathways goals. A third flagpole was installed at the school to fly the Torres Strait Islander flag.
Low level adjustment for disability	0.8 Staffing Allocation $15 000 Speech Pathology Intervention Program $60 000 SLSO engagement $30 000 RAM Equity Loading	All students requiring adjustments and accommodations are catered for within the school. Personalised Learning Plans and Behaviour Support Plans developed at the beginning of the year and reviewed on a regular basis throughout the year. Plans were developed in close consultation with parents and caregivers. The Speech Pathology Intervention Program was implemented in Terms 2 and 3. All Kindergarten students were assessed. School Learning Support Officer was used to implement the program with the support of a trained speech therapist. students completing the program made significant progress in their ability to hear, identify and pronounce sounds. The Learning Support Team targeted students with specific numeracy and literacy programs. School Learning Support Officers delivered individually designed programs to meet the needs of students. Casual teacher employed 6 hours per week to deliver literacy support in Early Stage 1 and Stage 1. 0.8 staffing allocation was utilised to implement Learning and Support program offering a variety of in class support including individual and small group instruction. Engagement of SLSO to support individual students and groups of students within the

Low level adjustment for disability	0.8 Staffing Allocation $15 000 Speech Pathology Intervention Program $60 000 SLSO engagement $30 000 RAM Equity Loading	classroom and on the playground.
Quality Teaching, Successful Students (QTSS)	$42 000	Funds were utilised to release teachers to plan collaboratively and to engage in professional learning in stage teams.
Socio–economic background	Socio–economic Background Loading $100 000 additional teacher $15 000 Speech Pathology Intervention Program	An additional teacher was engaged for 2019 to keep class sizes small and enable students to receive more targeted support. This was highly successful and will continue in 2020. Funds were targeted to support students and families in a broad range of learning opportunities such as school camps, excursions and sporting programs. Year 6 students participated in transition days during Term 4 at local high school. The Speech Pathology Intervention Program was facilitated by a qualified Speech Pathologist to support early years learning and language acquisition.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	113	121	116	107
Girls	124	120	119	109

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.2	96.9	95.2	91.8
1	93.2	93.8	94	93.2
2	92.7	95.4	92.3	92.9
3	93.1	93.7	94.5	91.7
4	93.2	94.8	91	92.2
5	93.1	94.4	93.1	89.9
6	94	93.3	93.6	91.2
All Years	93.4	94.5	93.4	91.8
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.47
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	369,178
Revenue	2,290,574
Appropriation	2,221,605
Sale of Goods and Services	3,309
Grants and contributions	64,354
Investment income	1,206
Other revenue	100
Expenses	-2,262,910
Employee related	-1,975,651
Operating expenses	-287,259
Surplus / deficit for the year	27,665

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	52,704
Equity Total	278,069
Equity - Aboriginal	16,315
Equity - Socio-economic	138,506
Equity - Language	5,435
Equity - Disability	117,812
Base Total	1,721,807
Base - Per Capita	55,140
Base - Location	0
Base - Other	1,666,667
Other Total	134,317
Grand Total	2,186,897

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Students in Years 4 to 6 participated in the Tell Them From Me surveys to gauge satisfaction with the school. 79 students completed the survey in Term 4. 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. Teachers, parents and caregivers completed a school based survey. There were 12 teacher responses and 23 parent responses. The scores for the Likert–format questions (i.e. strongly agree to strongly disagree) are represented as a percentage.

Student responses

88% of students had a high rate of participation in sports

89% of students value schooling outcomes

82% of students believe their teachers set clear expectations

89% try hard to succeed at school

Students feel teachers are responsive to their needs and encourage independence 7.1

Staff emphasise academic skills and hold high expectations for all students to succeed 7.2

Teacher responses

91% of teachers strongly agree or agree that they talk with other teachers about strategies that increase student engagement.

91% of teachers strongly agree or agree that they discuss learning of particular students with other teachers.

91% of teachers strongly agree or agree that their assessments help them understand where students are having difficulty.

91% of teachers strongly agree or agree that their students are clear about what they are expected to learn.

100% of teachers strongly agree or agree that they establish clear expectations for classroom behaviour.

Parent responses

100% of parents strongly agree or agree that the school is successful in improving the social and emotional well–being of their child.

100% of parents strongly agree or agree that their child is treated with respect by school staff.

91% of parents strongly agree or agree that teachers set high standards of achievement.

95% of parents strongly agree or agree that teachers motivate and encourage students.

91% of parents strongly agree or agree they find their child's report useful and informative.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.