

Lakemba Public School Annual Report



2016



2360

Introduction

The Annual Report for 2016 is provided to the community of Lakemba 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.

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Message from the Principal

During 2016 Lakemba Public School has remained focused on its vision of the whole child and preparing them to take their place in an ever changing local and global world. Our work is underpinned by highlighting and developing the social and emotional learning of our students. Programs embed social and emotional learning and wellbeing.

Lakemba Public School knows and believes that teachers have a significant impact on their students' learning and progress. To this end quality professional learning for teachers and staff is a focus. Whole school focus areas are embedded through collaborative programming, planning and observation. Our staff and parents have high expectations and aspirations for our students.

Lakemba Public School knows that academic learning is only one part of developing citizens who are future focused and prepared for the successes and challenges they will encounter. The school offers extra-curricular programs in visual arts, coding, drumming, choir, dance, yoga, sport, fitness and video and film production.

Leadership of all members of Lakemba learning community is a priority. Staff are encouraged and supported to aspire to and extend their roles. Student leadership is promoted through the school's Student Wellbeing Policy and Procedures which includes the Year 6 Leadership Teams.

Our successes are the direct result of the strong partnership between teachers, administrative staff, students and parents of our learning community. Their combined dedication to improving student outcomes is commendable. Together we work conscientiously to ensure that our young people are equipped to live productive and fulfilling lives.

I remain the very proud Principal of the Lakemba learning community. I certify that the information in this report is the result of a rigorous school evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Jann Price

Principal

Message from the school community

During 2016 Lakemba Public School parent group continued to hold regular meetings. Mrs Price informed us of the things that were happening in the school and answered any questions or concerns that we had. We were also able to give our ideas about our children's learning. The meetings were attended by an average of six people.

The school's focus on wellbeing for all community members was evident throughout the year. It was the theme first biannual Potato Hill Gallery – the school's Creative and Practical Arts showcase in Term 3. This was an extremely successful exhibition of student, staff and community artworks. The community really enjoyed seeing and celebrating the fantastic work of our children. They also enjoyed contributing to the community artwork that was part of the Gallery

and being invited to give written feedback on the day.

The community was also invited to contribute leaves to the World Gratitude Day tree and the sharing their favourite picture book during Picture Book Month in November.

During the year the school organised for parents to be involved in school activities, special assemblies and events. These included Harmony Day, Walk Safely to School Day and Education Week. Our school is made up of families from more than thirty five different countries. The school acknowledges and celebrates our diversity by recognising significant cultural celebrations such as Chinese New Year, Diwali and Ramadan as well as Easter and Christmas. We like that everyone cooperates, respects each other and gets along with one another.

During second semester the Lakemba community was invited to take part in a forum of local Parents and Citizens (P&C) groups. Representatives from the Lakemba community attended the two meetings that were held during the year. They are keen to work with our community to form a P&C for our school.

As our school grows we look forward to welcoming new families to our community and sharing our school with them.

Faryal Begum

Message from the students

Lakemba Public School is a very multicultural school. It is made up of families who come from more than thirty five different countries. Everyone gets along and uses the school values of respect, cooperation and responsibility as we learn, play and have fun together.

At school we are able to be part of the choir, sport, dance, music, drumming, debating, public speaking and the Sporting Schools program. Many students are also part of the art group. The Potato Hill Gallery was a highlight of 2016. Our Year 6 students really enjoy being part of a leadership team and organising activities and information for the rest of the school.

As Senior Student Leaders we have had opportunities to develop our leadership skills and develop our confidence. We have been positive role models for our peers. We enjoyed greeting special guests, leading assemblies and compering special events such Presentation Day.

Lakemba Public School is a learning school. It is a safe and supportive place for us to learn the skills we need to make our life the best it can be. We know that our teachers work hard to make sure that our learning is on track. They also make sure that as well as learning Literacy and numeracy skills we know the importance of being positive, resilient and mindful. Lakemba Public School is a great place to learn.

School background

School vision statement

Lakemba Public School aims to develop the whole student by working with the community to provide a varied, engaging, creative and comprehensive curriculum. Improved educational outcomes for all students will position them to live fulfilling, productive and responsible lives in a fast paced, technological global world.

The school will provide a safe and supportive learning environment in which the school values of respect, cooperation and responsibility are central to the development of resilient, empathetic, accepting and inclusive individuals. Excellence in practice and quality teaching will underpin all learning.

Literacy learners who can comprehend, respond, create and communicate verbally, visually and digitally;

Numeracy learners who comprehend and apply information utilising mathematical processes to solve real life problems;

Successful learners who can self-regulate, reflect and direct their own learning; think critically and creatively; and are curious and enthusiastic about learning;

Active and informed local and global citizens who are responsible, cooperative and respectful;

Independent and confident social individuals who know, understand and manage all aspects of their wellbeing.

School context

Lakemba Public School has an enrolment 495 students which has grown from 376 in 2010. The school caters for students from a diverse range of cultural backgrounds. 95.6% of our students come from backgrounds other than English. The predominant language backgrounds are Arabic, Bengali, Urdu, Pashto, Hindi, Indonesian and Rohingya.

Lakemba's FOEI of 92 (2014) indicates that our community is highly educated, values learning and has high expectations for the academic success of their children.

In 2009 Lakemba Public School participated in the Priority Action Schools (PAS) program which provided resources to maximise educational outcomes and improve student performance. Knowing that teacher quality has the greatest impact on student learning, Lakemba Public School embarked on a program of targeted professional learning for our teachers. We were able to continue this focus under Low Socio Economic National Partnership Funding (2011–2014).

The staff of Lakemba Public School is a cohesive and dedicated team of both experienced and beginning teachers who work collaboratively towards a shared vision of providing quality, differentiated teaching and learning programs to improve learning outcomes for all students. 21st century learning and student engagement through quality teaching and assessment for learning strategies are priorities.

The school welfare system is built on respect, cooperation and responsibility.

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.

During 2016 the school continued to develop their knowledge and understanding of the School Excellence Framework (SEF). The school discussed and experimented with aligning our projects and teaching and learning programs with elements of the Framework. Towards the end of 2016 staff spent time examining the School Plan in relation to the SEF to determine our level of engagement as well as areas of strength and areas for development as we continue to develop and work towards excellence.

In the domain of Learning in 2016 Lakemba Public School has focused on Learning Culture, Wellbeing and Curriculum and Learning. The school values of respect, cooperation and responsibility have remained the basis for discussions

about behaviour. The community reviewed and modified the Lakemba Behaviour for Learning (LBL) processes. The LBL processes were displayed throughout the school and used and referred to in day to day classroom and playground interactions. Wellbeing was addressed through the implementation of professional learning in whole school programs of MindUp and Bounce Back. Staff implemented and embedded these programs into their practice. MindUp, a mindfulness program, focuses on understanding how the brain works and deep belly breathing to sharpen the mind's ability to centre attention and develop student control over their emotions, learning and lives in general. Bounce Back is an evidence based teaching and learning program that teaches strategies for connecting children and young people to school, engaging students in learning and for teaching the skills of resilience. Much research has proven that for students to engage and learn effectively they must be socially and emotionally well. The school has continued to offer a yoga program for students. Staff also engaged in after school yoga sessions throughout the year. Student attendance is a priority and is closely monitored.

In the domain of Teaching in 2016 Lakemba Public School focused on effective classroom practice, data skills and use, collaborative practice and learning and development to support student outcomes. Teachers have continued to ensure that their students are engaged participants in their learning by using learning intentions and success criteria. They have ensured that their teaching is explicit and targeted by their continued use of assessment for learning strategies. Teachers success criteria to provide effective feedback to students so they can improve their outcomes. They regularly use student performance data to reflect on the impact of their teaching and learning programs and plan future learning. Professional learning for staff is linked to school priorities but also includes opportunities for staff to direct their own learning based on their needs, interests and passions. In 2016 staff were given opportunities to observe, discuss and learn from their peers as well as share their knowledge, skills and passions with their colleagues in and across Stages and schools.

At Lakemba Public School our collaborative approach to supporting student success is underpinned by the experience and expertise of our staff and timely and targeted professional learning. An important part of our approach is the integration of our Learning and Support Team (LST) and English as an Additional Language or Dialect (EAL/D) team to ensure that all students receive the appropriate support for their learning.

During 2016 Lakemba Public School focused on the elements of Leadership, School Resources and Management Practices and processes in the domain of Leading. Through the school processes developed in response to the Performance and Development reform all staff were afforded opportunities to develop their leadership skills. Staff with common interests and goals collaborated to increase their knowledge and skills. Their collaboration involved peer observations and presentations of their learning to whole staff and other schools. Two Assistant Principals were successful in attaining Instructional Leader at Deputy Principal level for 2017.

The school has continued to build productive relationships with outside agencies. In our continued effort to assist student learning the school has continued to build relationships with Learning Links, SeeStraight and Communicate Speech. As part of the school's commitment to the environment and sustainability we have expanded our work with the local council on recycling and e-waste. Our community's involvement in the White Ribbon program was deepened. Our PLAY Community of Schools initiative was expanded to include the participation of a fourth primary school and two local high schools.

At this stage a small percentage of classroom teachers have created flexible and fluid learning environments to match their future focused pedagogy. As a school we have continued our commitment to ensuring that we are well resourced to support the implementation of new Syllabus documents and technologies.

Our onsite School as a Community Centre (SaCC) plays a vital role in engaging our diverse community. As well as connecting the school with outside agencies who are able to assist with emotional, health, social and economic support, the SaCC provides platforms for school and community connection.

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

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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

Culture of Learning

Purpose

Lakemba Public School is a learning school. Our students must be well equipped to cope with the demands of the 21st century

With an emphasis on Literacy and numeracy, we will develop student, staff, parent and community understanding of the qualities a lifelong learner requires to be a successful citizen in the 21st century.

Overall summary of progress

Lakemba Learners

During 2016 there was a continued focus on embedding Assessment for Learning processes in classroom practice. As part of the Performance and Development (PDP) reform, the school developed a process whereby staff with the same or similar personal goals formed teams whose responsibility was to develop a shared knowledge and understanding that was then embedded into classroom practice. A team of newly appointed permanent and long term temporary teachers focused on Assessment for Learning procedures – Learning Intentions, Success Criteria, Formative Assessment and effective feedback. The team observed each other, discussed their progress and presented their learning and progress twice throughout the year.

One of the questions that teachers pose to their students about their learning is 'Why is this learning important?' This constantly reoccurring question provides opportunities for teachers and students to explicitly teach and discuss the skills and characteristics that everyone needs to be a successful citizen and lifelong learner.

Learning in relation to the NSW History and Geography Syllabus for the Australian Curriculum also meant that staff experimented with and implemented both the historical and geographical inquiry processes. In doing this they developed students' critical and creative thinking processes.

The whole school Bounce Back program has provided learning experiences and opportunities that develop character as a learner by promoting life skills that affect student learning in the short term and overall happiness and wellbeing in the long term.

I Can Do It(Growth Mindset)

Staff, student and community learning about the neuroscience of the brain was integral to the implementation of the MindUP program. This learning provides a platform for discussion around mindsets and the difference between fixed and growth mindsets in all classrooms. A program as outlined in the School Plan is still being developed.

SOLE

In 2016 staff who were originally trained in SOLE (2015) continued to use the pedagogy in their classrooms. They shared and demonstrated the pedagogy to their peers. The pedagogy spread to other classes as a direct result of the trained staff changing the grade and/or Stage they taught in 2015. Students previously trained in the SOLE protocols were able to mentor other student in their new class as well as other classes.

As part of the school's PDP process the staff who nominated SOLE pedagogy as their personal goal formed a professional learning team who spent 2016 focusing on sharing, researching, developing, demonstrating and observing each other. As a requirement of the PDP process the team presented their learning and progress to the whole staff twice throughout the year.

Staff trained in SOLE pedagogy collaboratively presented a professional learning session for their peers at a PLAY Community of Schools differentiated professional learning initiative. This resulted in members of the team demonstrating to staff from other schools and mentoring others as they implemented the pedagogy in their school.

Community Engagement

Lakemba Public School recognises the pivotal role that the school, parent and community partnership play in educating our students to be a successful resilient, empathetic, accepting and inclusive individuals who are able to take their place in their world. We acknowledge and applaud our communities' efforts to ensure that their children receive the best

education possible to ensure that they are able to take their place in their future.

For the last thirteen years Lakemba Public School has been fortunate to have a School as a Community Centre (SaCC) situated onsite. The Centre's role is to engage and support families raising children from birth to eight years in partnership with local human service agencies, the local community and the school. In consultation and partnership with the school and outside agencies the SaCC facilitator organises activities including playgroups, early literacy, parenting programs, transition to school programs, adult learning and health screening and nutrition initiatives.

Lakemba Public School was also successful in attracting Beginning School Well funding to support the transition of Rohingya children to school in 2017. The program involved the training of facilitators – two teachers and two language appropriate bilingual School Learning and Support Officers (SLSO) – the conduct of five playgroup sessions and SLSO support when the children began school in 2017.

Throughout 2016 particular emphasis was placed on ways of increasing community engagement in school activities. The community was invited to participate in a community artwork as part of the launch of Potato Hill Gallery, the school's inaugural biannual creative and practical arts exhibition. The community was also invited to contribute to the school's Gratitude Tree and White Ribbon Day displays. As part of the celebration of Picture Book Month in November, parents were encouraged to share their favourite picture book story and contribute to the whole school display of favourite picture books.

Community perceptions, understanding and expectations of how they can engage in the school and their children's learning and along with how the school can assist in their engagement were ascertained through parent meetings and discussions throughout the year.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>An increasing percentage of students are able to name, reflect and discuss their ability as a learner based on the negotiated school understanding of the qualities of a learner.</p> <p>Increased student, staff and parent/carer knowledge and understanding of the qualities of a learner.</p> <p>Development of program to deliver and embed growth mindset concepts into school culture.</p> <p>Implementation of SOLE strategies in classrooms of teachers who have undertaken professional learning in SOLE.</p> <p>Teachers trained in SOLE continue to develop their use of the strategy in their future classes& mentor others.</p> <p>Increased numbers of parents engaged in school activities e.g. parent meetings (general and topic specific), helping in classrooms, attending parent teacher interviews.</p>	<p>Lakemba Learners</p> <p>Continued focus on Assessment for Learning processes i.e. Learning Intentions, Success Criteria, Formative Assessment and Effective Feedback, throughout the whole school. Focused Professional Learning for new staff to the school.</p> <p>Whole school targeted professional learning around the NSW History and Geography Syllabus for the Australian Curriculum.</p> <p>I Can Do It</p> <p>Staff continued to embed growth mindset concepts into classroom practice and include mindset posters in their print rich environments. A program focused on addressing mindsets in all Key Learning Areas as outlined in the School Plan is still being developed. The MIndUP program supported growth mindset concepts.</p> <p>SOLE</p> <p>SOLE personal PDP team of four members was formed. Staff trained in SOLE pedagogy in 2015 continued to embed the learning in their classrooms. Trained staff shared their SOLE knowledge and skills with all interested staff. Students mentored other students in SOLE protocols. SOLE PDP team shared, researched, developed, demonstrated and observed each other throughout 2016.</p> <p>SOLE team shared their knowledge and skills with their peers across four primary schools and two high schools in a differentiated professional learning PLAY Community of Schools initiative.</p>	<p>Potato Hill Gallery – Creative and Practical Arts Exhibition – \$500</p> <p>Beginning School Well \$10 000</p>

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Next Steps

Lakemba Learners – Staff will use the history and geography syllabus to review and revise assessment for learning strategies and discuss the way students learn. A Lakemba Learner profile and image will be developed following consultation with the whole community.

I Can Do It – Growth mindset concepts and strategies will continue to be embedded in the Lakemba community through asking the ‘five important questions’ in classrooms and focusing on the importance of positive self-talk. The language of resilience will be further developed through the Bounce Back program. Self reflection and goal setting, a project in Strategic Direction 2, will further develop students’ mindsets and reflection.

SOLE – SOLE pedagogy will continue to be implemented in classrooms. Staff will continue to develop and share their knowledge and skills across the school and other schools. At Lakemba Public School staff will collaborate and mentor their colleagues so that SOLE pedagogy is implemented in all Stage 2 and 3 classrooms at least once a week.

Community Engagement – Engagement of the community will continue to be a focus. The formation of a P&C, the installation of a digital school sign at the main entrance to the school and a subscription to a school specific smartphone app are planned. Additional parent meetings aimed at addressing community needs and interests as well as school priorities will be scheduled.

Strategic Direction 2

Excellence in Practice

Purpose

Lakemba Public School believes that teacher quality has the greatest impact on student learning.

Targeted and connected professional learning and sharing of best practice are the cornerstones of improving teacher quality and enhanced educational outcomes for all students at Lakemba Public School.

Overall summary of progress

Culture of Data

The importance of data to inform practice continued to be a focus for Lakemba Public School during 2016. The implementation of Targeting Early Numeracy (TEN) in Stage 1 and Taking Off With Numeracy (TOWN) in Stage 2 and 3 required the collection and sharing of student data to further develop and refine teacher understanding and practice in ensuring that their teaching and learning programs were explicit and focused students' point of need. This data was analysed in teams and teaching and learning activities were developed to support student growth.

Staff analysed NAPLAN data to determine areas of need across the school. Teams used this data to develop teaching programs to target student need. All Stages collaborated within their teams to develop a system to track student outcomes and growth in Literacy and numeracy. It is envisaged that a whole school visual representation of student outcomes and growth will be constructed.

The Language, Literacy and Learning (L3) program has been implemented in Early Stage 1 and Stage 1 at Lakemba Public School for the last seven years. In 2016 five of the seven teachers in Stage 1 were not trained in L3. The team leader was a Stage 1 L3 trainer. To ensure that the program was delivered with integrity the team leader was released half a day a week to train those staff in L3 pedagogy and support them and the others in implementing the pedagogy in their classrooms.

Numeracy

Numeracy continues to be a focus for Lakemba Public School. Staff spent 2016 expanding and developing their knowledge and skill in numeracy to improve student outcomes.

Stage 1 staff were trained in Targeting Early Numeracy (TEN) by their team leader who undertook TEN facilitator training in 2015. To assist staff understanding and learning the Stage 1 team leader was released half a day a week to train and support teachers.

As a member of the PLAY Community of Schools initiative Lakemba Public School was able to train Stage 2 and 3 staff in the Taking Off With Numeracy (TOWN) initiative. Training undertaken during Semester 2 was supported by providing support in the form of regular extra release to discuss student progress and outcomes as well as prepared resources.

Reading Project

The collaboration between Lakemba and Sydney University continued during 2016 when the school was again successful in its application to be involved in the Reading Project. As a result of explicit assessment 15 students were selected to take part in the eight week program. Training for all Stage 2 and 3 teachers who were not already trained in the Reading Project pedagogy was provided to ensure that the language of the project was common to both teams.

English as an Additional Language or Dialect (EAL/D)

Ninety eight percent of Lakemba's students have a language background other than English. The school's allocation of 4.4 FTE (four full time teachers plus one teacher two days per week) was maintained during 2016. All teachers are trained in English as an Additional Language or Dialect (EAL/D) pedagogy.

During the year EAL/D staff sought out and attended EAL/D network and training meetings to ensure that their knowledge and understanding of teaching students from backgrounds other than English was current. The team was also invited to take part in an Ultimo network research project aimed at ensuring that their judgement of student progress was consistent across K – 6.

The EAL/D team along with other interested staff attended a Teaching Refugee Students session conducted by a trained High School teacher during the PLAY_COS differentiated professional learning conducted in Term 3. This has inspired them to further research and develop their understanding of this section of our community and build the knowledge and use of strategies to support them. Overall the team is more mindful of the academic and social needs of refugee students and advocate for them in the school and community. The team was also inspired to consider future projects to engage and connect with the school's refugee community.

The EAL/D team formed a collaborative group as part of the school's PDP process. They focused on aligning the NSW English Syllabus for the Australian Curriculum, the NSW Department of Education' Literacy Continuum, the ESL Scales and the EAL/D learning progression and using them to construct data walls in their classrooms. This led to an increased knowledge of student abilities within their Stages and greater understanding and skill in collecting relevant data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>NAPLAN, L3, PLAN, TORCH, TEN, TOWN and South Australian Spelling data reflect student growth.</p> <p>Data walls developed and regularly modified to reflect to student learning.</p> <p>TEN(Stage 1) and TOWN (Stage 2 & 3) professional learning and classroom implementation. Improved outcomes for the majority of students – whole class and targeted students.</p> <p>Reading outcomes for targeted students demonstrate growth.</p> <p>Reading Fluency data demonstrates growth.</p>	<p>All Stages researched, developed, trialled and modified methods of recording data collected so that it was accessible to all.</p> <p>As a trained facilitator the Stage 1 team leader facilitated and supported the training of Stage 1 teachers in Language, Literacy and Learning (L3). The teacher was released half a day per week.</p> <p>47% of Early Stage 1 students were reading at level 8 or above and 18% of students were reading between levels 5 and 7</p> <p>57% of Year 1 students were reading at level 18 or above and 53% of Year 2 students were reading at level 24 or above.</p> <p>52% of Year 3 students scored in the top three bands in NAPLAN Reading and 40% of Year 5 students scored in the top three bands in NAPLAN Reading.</p> <p>Continued professional learning and implementation of NSW Syllabus for the Australian Curriculum resulted in development of integrated units of work for all Stages. process.</p> <p>Stage 1 TEN facilitator released half a day a week to train and support Stage 1 teachers in TEN assessment and pedagogy.</p> <p>41% of Year 1 students were counting on and back at the end of the year. This is an increase of 34%.</p> <p>29% of Year 2 students were facile in Early Arithmetic Strategies at the end of the year. This is an increase of 28%</p> <p>Stage 2 and 3 teachers not already trained in Reading Project pedagogy undertook two days of training.</p> <p>15 students identified for inclusion in Reading Project made an average improvement of 62% in PM Reading Levels, 22.5% on SPAT and 36% on Educheck.</p> <p>65% of Stage 2 students and 56% of Stage 3 students displayed improvement in their Expression and Volume, Phrasing, Smoothness and Pace..</p>	

Progress towards achieving improvement measures

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Next Steps

Culture of Data – All staff will continue to use PLAN to track student progress in Literacy in Numeracy. A dynamic visual representation of student achievement in Reading Texts, Comprehension and Writing will be used to further develop consistency of teacher judgement.

Reading Project and Reading Fluency – New staff will be trained in Reading Project strategies so that the project can continue to be implemented in Stage 2 and 3 classrooms. The school will apply to be included in the Project again in 2017. The Reading Fluency program will continue to be implemented in Stage 2 and 3 classrooms.

EAL/D – The EAL/D team will focus on continuing to increase their own knowledge and skills to support EAL/D and refugee students and community and sharing this with the staff. They plan to review the school's EAL/D report to parents and develop processes and procedures to include specialist EAL/D staff in parent teacher interviews.

PDP – The PDP process that was initiated in 2016 will continue. Staff members will also form Strategic Direction teams to oversee and drive the projects within the directions. Non teaching staff will be supported to undertake the formal PDP process.

SEF – Explicit professional learning related to the SEF with particular reference to the excellence statements will be a focus in the future. There will be a specific reference to the SEF in all areas relating to School Plan, Performance and Development Plan, Annual Report and Wellbeing Framework. The interactive visual SEF in the administration building will be extended to include evidence and ideas for future growth.

Strategic Direction 3

Wellbeing for All

Purpose

Lakemba Public School provides a safe and supportive learning environment for our community. We understand that learning is dependent on the physical, mental, emotional and social state of the learner.

As a school we will provide opportunities for our students and their families to know, establish and maintain healthy lifestyles and overall wellbeing.

Overall summary of progress

Student Wellbeing

During 2016 the staff continued to develop their understanding and a whole school definition of Wellbeing through focused professional development. They developed their students' understanding and language around wellbeing through explicit activities and discussions in classrooms.

Wellbeing was highlighted in the community with the inaugural Potato Hill Gallery – the school's biannual creative and practical arts showcase – in Term 3. Expert staff members prepared and delivered professional learning on how artwork focused on wellbeing could be created. They inspired and supported staff and students to produce a variety of artworks that were displayed in the gallery. Staff and community members also exhibited in the exhibition. Community feedback on the day was extremely positive. A particular highlight of the exhibition was the construction of a community artwork on the day.

A photographic representation of Lakemba Public School's implementation of the NSW DoE Wellbeing Framework was created and displayed as part of the Creative and Practical Arts exhibition. This representation is now on display in a prominent section of the administration building. It is updated regularly and remains as a reminder of our focus on wellbeing.

The school funded Yoga program continued throughout 2016. Lunch time sessions were open to all students and all classes were allocated sessions on a rotational basis. Interested staff enjoyed after school yoga sessions.

In Term 3, Stage 1 students were involved in a five week Healthy Skills for Life program run by the Life Skills group. The program aimed to develop students' self-regulation and self-responsibility skills by developing their physical, social and emotional life skills through fundamental movement, games, exercise, yoga, mindfulness, relaxation, visualisation and play.

The leadership skills of Year 6 students were developed through the Year 6 Leadership team structure. A formal in-class structure supported the senior student teams to develop plans, projects and activities to engage and support the school and their peers. The groups included journalism, gardening, environment, playground activities, wellbeing and values. Stage gardens and regular, organised playground activities were enjoyed by all.

Throughout 2016 the Lakemba Behaviour for Learning procedures, including playground rules and the reward system, were reviewed and modified. The Student Wellbeing and Leadership Policy Implementation and Procedures were updated to align with and include the school's reward system. The original framework was modified to include the new directions and displayed in every classroom and learning space.

Student transition to High School remained a focus in 2016. Authentic opportunities for students to meet, collaborate and interact with students from local primary schools attending the same high school were implemented.

Teacher wellbeing was addressed with the creation of a wellbeing display and a gratitude wall in the staffroom. After school activities such as games afternoons and bowling were organised and attended by the majority of staff.

A number of opportunities to address the importance of mental health were organised throughout the year. Mental Health Week, World Gratitude Day, Walk to School Safely Day and R U OK? Day were recognised and celebrated in the community. An important initiative of Mental Health Week was supporting students to name two adults at the school who believed that they would be successful in life.

The celebration of Lakemba's highly diverse multicultural community continued throughout 2016. Chinese New Year, Harmony Day, Easter, Anzac Day, Ramadan, Diwali and Christmas were acknowledged by the senior student leadership

team at morning assemblies in the presence of the community. Opportunities for the community to visit and be involved in classroom activities during these times were created. The importance of students' home language was recognised and celebrated with organisation of parent volunteers to read in their home language in Early Stage 1 classrooms.

Live Life Well @ School (LLW@S)

All teachers have continued to observe Crunch and Sip in classrooms. Students were encouraged to participate fully in the program by bringing fruit and vegetables from home to snack on during the five or ten minutes of Crunch and Sip. The Year 6 Environment and Gardening Leadership teams took the opportunity of collecting the fruit and vegetable scraps to feed the school worm farms.

MindUP and Bounce Back

All staff were introduced to the MindUP program and mindfulness on Staff Development Day of Term 1. The day focused on the science of the brain, how it works and the part it plays in learning and behaviour. Following the professional learning all teachers spent time talking to their students about the brain. They also introduced mindful breathing into their classrooms at least once a day. Mindful breathing was also introduced at the beginning of each staff meeting. Students and teachers reported that mindful breathing was helpful. Many also reported that they used mindful breathing outside the classroom to focus and regulate their thinking and behaviour.

Lakemba shared their mindfulness learning with colleagues during PLAY Community of Schools differentiated professional learning in Term 3. As a result a number of teachers at other schools have introduced mindfulness into their classrooms.

All staff were involved in focused professional learning on the Bounce Back program on Staff Development Day in Term 2. A trained and experienced classroom teacher who is a representative of the company that promotes the program engaged teachers in unpacking the program and gave clear insight into how the program could be used in classrooms and across the school. Following the learning staff focused on introducing the Bounce Back acronym to their students and experimenting in how the program could work for them. Each Stage developed their own plan for implementation. The company representative was employed another day towards the end of the year to provide feedback and guidance on the school's plans for implementation.

Flexible Wellbeing Funds were used to release an experienced staff member to research and develop the Bounce Back surveys and programs ready for full implementation in 2017.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Shared vision and understanding of Wellbeing at Lakemba Public School.</p> <p>Revision and full implementation of Lakemba Public School's Student Wellbeing and Student Leadership Policies, Implementation and Procedures.</p> <p>Level of classroom implementation of MindUP and Bounce Back programs.</p>	<p>Staff meetings focused on developing a shared vision, understanding and definition of wellbeing.</p> <p>Student understanding of wellbeing developed in classrooms through focused activities and discussion. Student artworks created on theme of wellbeing.</p> <p>Highly successful whole school Creative and Practical Arts Exhibition – Potato Hill Gallery – held in Term 3. Staff, students, parents and carers contributed to the exhibition. Community artwork was created as part of the exhibition. More than 150 members contributed to the artwork.</p> <p>Transition programs – Leapfrogs for Early Stage 1 and High School for Year 6 – were successfully implemented.</p> <p>K – 6 Yoga program implemented and after school program for staff implemented.</p> <p>Five week Life Skills program completed by Stage 1 students.</p> <p>Leadership groups recognised special and significant cultural events and celebrations.</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Shared vision and understanding of Wellbeing at Lakemba Public School.</p> <p>Revision and full implementation of Lakemba Public School's Student Wellbeing and Student Leadership Policies, Implementation and Procedures.</p> <p>Level of classroom implementation of MindUP and Bounce Back programs.</p>	<p>Evaluation of the implementation of the Lakemba Behaviour for Learning procedure (123 magic) in classrooms.</p> <p>Creation and centrally located exhibition of whole school photographic Wellbeing Framework at Lakemba Public School.</p> <p>Recognition of the importance of mental health of all members of the community during Lakemba's Mental Health Week during Mental Health Month (October).</p> <p>State and national wellbeing initiatives including World Gratitude Day, Are you OK? Day and Random Acts of Kindness Day were recognised. and celebrated throughout the year. These included World Gratitude Day, Are you OK? Day and Random Acts of Kindness Day. More than forty community members contributed to the whole school Gratitude Tree on World Gratitude Day.</p> <p>LLW@Saction plan fully implemented. Crunch and Sip continued in all classrooms.</p> <p>Focused professional learning on the brain and the benefits and strategies of the MindUP program. All classrooms focus student learning about the three parts of the brain and the part they play in student learning and behaviour.</p> <p>All classrooms practice Mindful breathing implemented in all classrooms at least once per day.</p> <p>Community awareness of Mental Health raised during Lakemba's Mental Health Week during Mental Health Month (October).</p> <p>Whole day professional learning (SDD Term 2) by Pearson consultant. Bounce Back acronym introduced into all classroom.</p> <p>Flexible Wellbeing Funding used to release an experienced staff member to research and develop Bounce Back surveys and programs. Release of Wellbeing committee to collaborate and develop Lakemba's Bounce Back implementation plan.</p>	

Next Steps

Student Wellbeing – Surveys and feedback will be used to develop a shared understanding of the school values. This will be used to create visual representations and review the school's Values Matrix. Crunch and Sip and the yoga program will continue in 2017. Following the 2016 trial of Lakemba's Behaviour for Learning processes and procedures, student leadership, reward system and playground rules, the system will be reviewed and introduced.

In collaboration with PLAY COS the transition to High School program with continued and developed further. A process for ensuring smooth transition sharing student information at the beginning of each year will be investigated.

MindUP and Bounce Back – Both programs will continue to be implemented.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>A Bush Tucker Garden was established in 2014. Each class adopted a plant in the school environment. They researched the plant and produced an information sheet that is displayed in near the plant in the school. During 2016 this program was extended to include an animal totem for each class. Animals selected were considered to possibly have been native to the local environment. Classes produced an information report that included information about the significance of the animal to the indigenous people of the area. The plant and animal remain the totems of the classroom and selected members of the class that inhabited the room in the previous year share the information with the new class at the beginning of the following year. Funding received was used to support the Aboriginal student and purchase rich texts and resources to share with the community to develop their understanding of the role of Aboriginal people in life in Australia.</p>	\$300
English language proficiency	<p>An experienced temporary teacher was employed one day a week (0.2 FTE) to extend the learning of Stage 2 and 3 students.</p> <p>Students are supported by the EAL/D teachers (4.4 FTE) in Literacy and mathematics. Teachers develop students' oracy as well as reading and writing. EAL/D teachers support students' acquisition of English in a combination of withdrawal, whole classroom and resource development. Newly arrived students and refugee students are identified on arrival and supported in their transition to Lakemba Public School.</p> <p>Remaining funds were used to employ School Learning and Support Officers (SLSO) to support students in classrooms.</p>	<p>0.2 FTE</p> <p>\$27 729</p>
Low level adjustment for disability	<p>Funding included teacher allocation to support school-based programs and interventions (1.0). The LaST continued to refine practices to improve student outcomes. SLSO, LaST and classroom teachers developed, implemented and refined individual learning plans for students with additional needs. Students in support groups were further exposed to Reading Project strategies.</p> <p>Student Learning and Support Officers (SLSO) who were regularly employed at Lakemba were involved in a yearlong professional learning program developed and implemented by the Learning and Support Teacher (LaST).</p>	\$143 686 including LaST 1.0 FTE
Quality Teaching, Successful Students (QTSS)	<p>A staffing allocation of was used to provide time for team leaders to mentor and support teachers to develop their PDP and embed whole school and specific project initiatives into classrooms. Demonstration, observation</p>	<p>Semester 1 – 0.18 FTE</p> <p>Semester 2 – 0.374 FTE</p>

Quality Teaching, Successful Students (QTSS)	and team teaching were part of the process.	Semester 1 – 0.18 FTE Semester 2 – 0.374 FTE
Socio-economic background	<p>A Speech Therapist was employed one day per week from the beginning of Term 2 to work with teachers and identified students to improve students' language outcomes.</p> <p>Thirty students benefited from small group sessions and 36 students received intervention under the enhanced primary care program. The therapist also provided professional learning sessions for staff and worked with individual teachers to observe and advise on strategies for other students experiencing language difficulties.</p>	<p>\$24 300</p> <p>Remaining funds were used to employ SLSOs to support students in classrooms.</p>
Support for beginning teachers	<p>During 2016 beginning teachers were supported with the provision of extra weekly Release from Face to Face (RFF) time. They were also provided with time to prepare for parent teacher interviews and time with their mentors to prepare and complete formal reports. Where appropriate Beginning Teacher funding was used to release the teacher and a mentor to attend external professional learning.</p>	<p>\$34 917</p>
Targeted student support for refugees and new arrivals	<p>Refugee and newly arrived students are identified and assessed for immediate support to ease their transition into school. Specialist teachers and SLSO focus on English language and social skills for all students.</p> <p>Refugee funding was used to employ a trained English as an Additional Language or Dialect (EAL/D) one day a week to work with refugee students. The program supported the social and emotional development of these students. In Semester 2 the teacher also supported students in their classrooms.</p>	<p>0.2 FTE</p> <p>Remaining funds were used to employ SLSOs to support students in classrooms.</p>
Beginning School Well	<p>A successful application to support Rohingya students, a growing group in the Lakemba community, saw two teachers and two language specific SLSO's trained in specific transition to school strategies.</p> <p>The Beginning School Well playgroup operated for five weeks in Term 3 prior to the formal Kindergarten transition program in Term 4. The SLSOs were employed to support these students in the regular Kindergarten transition program as well as for two hours a day during the first two weeks of students formal enrolment at Lakemba Public School.</p>	<p>\$10 000</p>
Community Consultation	<p>Community Engagement has been a focus for the school during 2016. The school has tried to ensure that all events and occasions have an element of parent and community involvement. Four community members exhibited personal artworks in the Potato Hill Gallery and more than one hundred community members created an artwork that</p>	<p>\$11 940</p> <p>This amount will be used to defray the cost of an electronic sign.</p>

<p>Community Consultation</p>	<p>was combined with others to create a community artwork that was displayed outside the Gallery. More than forty contributed leaves to the schools Gratitude Tree and eight parents shared their favourite picture book during Picture Book Month in November. It is planned that the funding will be put toward purchasing and erecting an electronic sign at the entrance to the school on Alice Street. This programmable sign will be used to keep the community informed of school events and celebrations as well as celebrate student learning and achievement.</p>	<p>\$11 940</p> <p>This amount will be used to defray the cost of an electronic sign.</p>
<p>Flexible Wellbeing Funding</p>	<p>Flexible Wellbeing Funding was used to release an experienced staff member to coordinate and review the programs being implemented at Lakemba. This staff member developed an overview of the relationship and connections between the DoE Wellbeing Framework, Bounce Back and MindUP. The Wellbeing team was coordinated by this staff member in partnership with the team leader responsible for the MindUP program.</p> <p>The Wellbeing teacher also researched and developed the surveys and programs associated with Bounce Back in preparation for the full implementation of the program in 2017.</p> <p>Various groups of students who were identified as being talented in Visual and Creative Arts were supported by this teacher. The groups created artworks that were entered into the annual Operation Art and the Koori Art Exhibitions.</p>	<p>0.3 FTE</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	232	249	259	267
Girls	221	222	233	243

The total number of enrolments has continued to increase annually from 369 students in 2008 to 518 students at the end of 2016. There are currently 21 classroom teachers. All enrolments are drawn from within the school's zoned intake area.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.8	93.5	91.6	93.3
1	93.8	94.6	91	93
2	94.6	93.8	91.9	92.6
3	95.6	95.1	91.7	94.4
4	95.8	95.7	92.6	90.5
5	95.1	95.7	94	93
6	96.5	94.2	92.9	93.5
All Years	95.1	94.6	92.2	92.9
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

Management of non-attendance

Lakemba Public School is proactive in managing student attendance. Regular meetings are convened between the school and the Home School Liaison Officer (HSLO).

Teachers reward students with outstanding levels of attendance twice a term as part of the school's Student Wellbeing System.

Parents of students whose attendance is of a concern are contacted and invited to meetings where strategies and support are discussed. These students' attendance is closely monitored through:

- close monitoring of weekly attendance, including late arrival and early departure

- strict adherence to HSLO procedures.

- regular communication with parents via letter, telephone and interview.

Parents are regularly reminded of the appropriate procedures for students who are travelling overseas. All applications for *Extended Leave – Travel* are required to attend an interview with the Principal.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.64
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	4.4
School Counsellor	0.6
School Administration & Support Staff	3.96
Other Positions	0.18

*Full Time Equivalent

During 2016 increased enrolments resulted in the employment of a temporary classroom teacher for the year. Increased enrolments also meant that the school was entitled to Primary Teacher Executive Release. A temporary teacher was employed for the year.

All teaching staff at Lakemba Public School meet the professional requirements for teaching in NSW public schools.

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	0

Professional learning and teacher accreditation

Lakemba Public School proudly supports eleven classroom teachers who have achieved accreditation at Proficient. Seven teachers are working towards achieving accreditation at Proficient.

All staff members – teaching, administrative and support – participated in mandatory compliance training in Child Protection, Code of Conduct, CPR and Work Health and Safety. All staff also updated their Asthma training and anaphylaxis training.

Staff Development Days (SDD) were used to research and develop staff understanding of MindUP, Bounce Back and Lakemba's Strategic Directions programs. Staff were also given the opportunity to work collaboratively in their PDP teams to research and develop a shared understanding of their goal. Each team shared their PDP learning and progress with their colleagues in Terms 3 and 4.

The two final SDD days were rescheduled as four twilight sessions. These sessions focused on the Geography syllabus and training in CELF 4 Language Screening. One twilight session was held collaboratively with our PLAY (Passionate Leading learners Activating Young minds) Community of Schools. Amanda Fox, an American STEM Academy teacher, was the keynote speaker. Dr Jane Hunter, Senior Lecturer in the School of Education at the University of Technology Sydney, is conducting research in STEM and is the founder of High Possibility Classrooms.

A high successful initiative of the PLAY Community of Schools was a differentiated approach to teacher professional learning. Four local primary schools and two high schools combined to offer more than twenty five professional learning workshops across two weeks. He peers and colleagues. These workshops were lead by classroom teachers who facilitated learning for their peers. The positive response to the initiative has meant that similar workshops have been scheduled for 2017.

During 2016 administrative staff undertook significant training in the Department of Education's new finance system – Learning Management and Business Reform (LMBR). The Principal and School Administration Manage (SAM) a responsible for passing this learning on to their colleagues who were not able to attend the

training.

Stage 2 and 3 teachers undertook training in Reading Project strategies and Taking Off With Numeracy (TOWN). All Stage 1 teachers undertook professional learning in Language, Literacy and Learning (L3) and Targeting Early Numeracy (TEN).

Staff members completed online training in autism, behaviour and dyslexia. Each course required three hours face to face training along with twenty accredited hours of online tuition. All courses were facilitated by our LaST, a NSW Department of Education, accredited online trainer. Staff from local schools also participated in the online training. Evaluations from professional learning days and sessions reflect the high value teachers place on having extended time to engage with professional learning.

The Learning and Support Teacher (LaST) supported School Learning and Support Officers (SLSO) in their role by providing regular, appropriate professional learning. Topics included behaviour, the Reading Project, occupational therapy and wellbeing. The SLSOs were trained in the Counting for Life Program and worked with targeted students within the school as part of their day.

Significant funds are also directed towards releasing teachers to collect, analyse and use data to inform their teaching. Teachers were released for an hour and half a fortnight to focus on data.

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	0.00
Global funds	0.00
Tied funds	0.00
School & community sources	0.00
Interest	0.00
Trust receipts	0.00
Canteen	0.00
Total income	2 113 742.90
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	0.00
Extracurricular dissections	0.00
Library	0.00
Training & development	400.00
Tied funds	0.00
Short term relief	0.00
Administration & office	0.00
School-operated canteen	0.00
Utilities	0.00
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	755 668.60
Balance carried forward	1 358 074.30

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

The balance carried forward will be used to improve school infrastructure including the playground where artificial grass and asphalt will be installed. Funds will also be used to install a digital sign to inform and

engage the community. Future focused learning will also be supported.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 375 873.46
(2a) Appropriation	1 360 190.30
(2b) Sale of Goods and Services	3 238.80
(2c) Grants and Contributions	11 355.86
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 088.50
Expenses	-382 348.00
Recurrent Expenses	-382 348.00
(3a) Employee Related	-128 499.54
(3b) Operating Expenses	-253 848.46
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	993 525.46
Balance Carried Forward	993 525.46

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	3 211 182.13
Base Per Capita	26 654.32
Base Location	0.00
Other Base	3 184 527.82
Equity Total	665 028.04
Equity Aboriginal	0.00
Equity Socio economic	39 335.51
Equity Language	482 006.65
Equity Disability	143 685.88
Targeted Total	77 520.66
Other Total	338 461.15
Grand Total	4 292 191.98

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

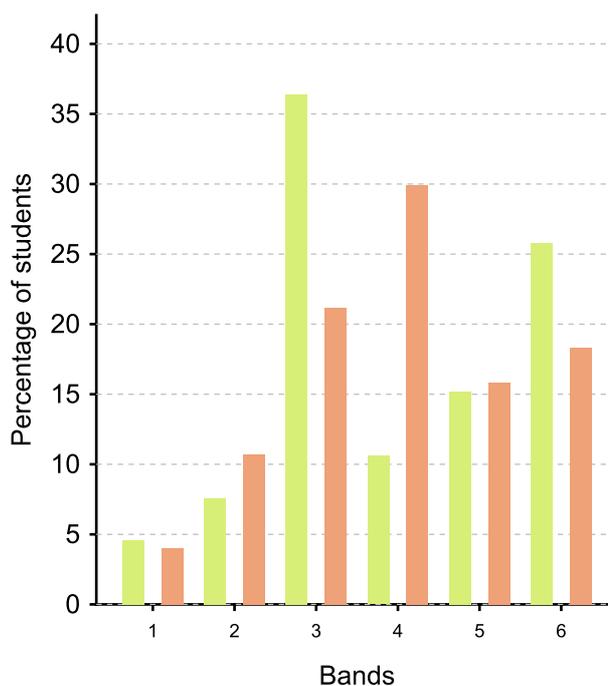
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest)

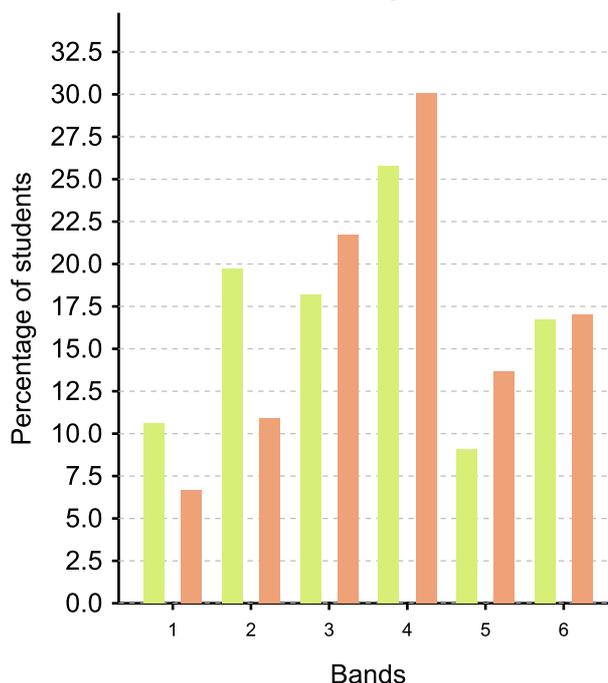
Year 5: from Band 3 (lowest) to Band 8 (highest)

The following set of graphs show the percentage of students in each NAPLAN band as well as the change in Lakemba Public School's NAPLAN results from 2014–2016. The increase of results across the majority of areas of Year 3 and Year 5 NAPLAN (between 2014 and 2016) are attributed to literacy and numeracy programs that are relevant, interesting and appropriate to our student's needs and abilities.

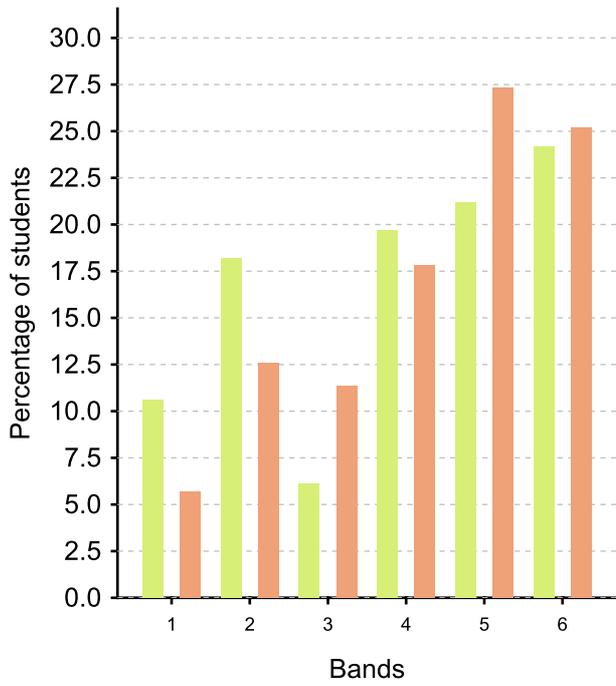
Percentage in bands:
Year 3 Grammar & Punctuation



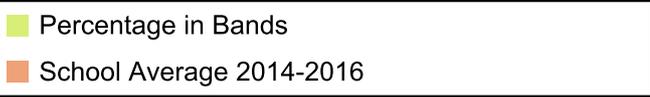
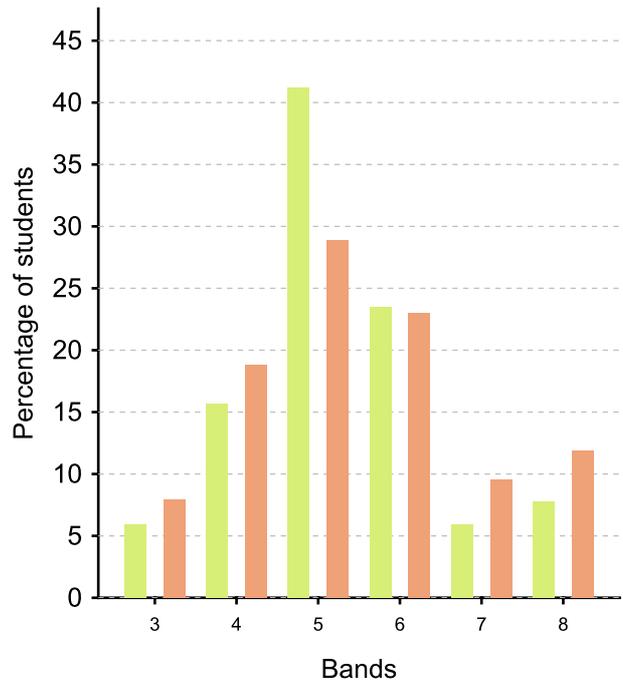
Percentage in bands:
Year 3 Reading



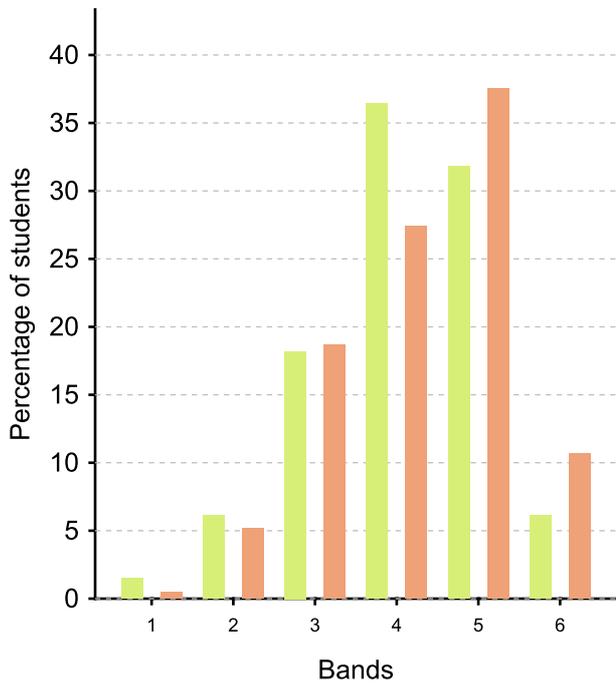
Percentage in bands:
Year 3 Spelling



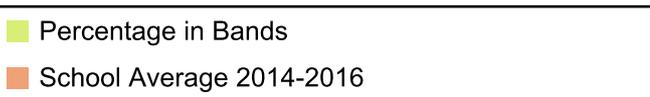
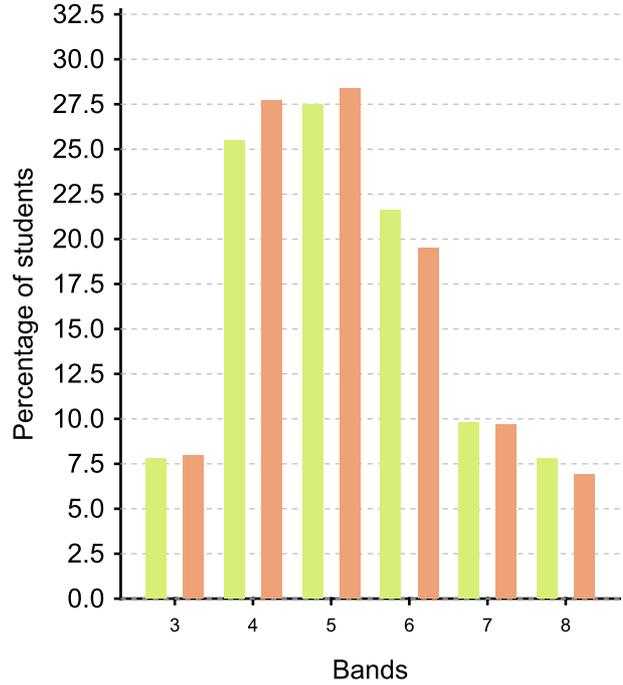
Percentage in bands:
Year 5 Grammar & Punctuation



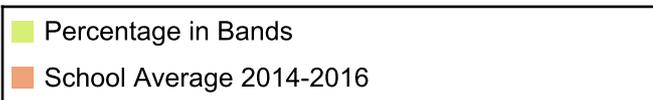
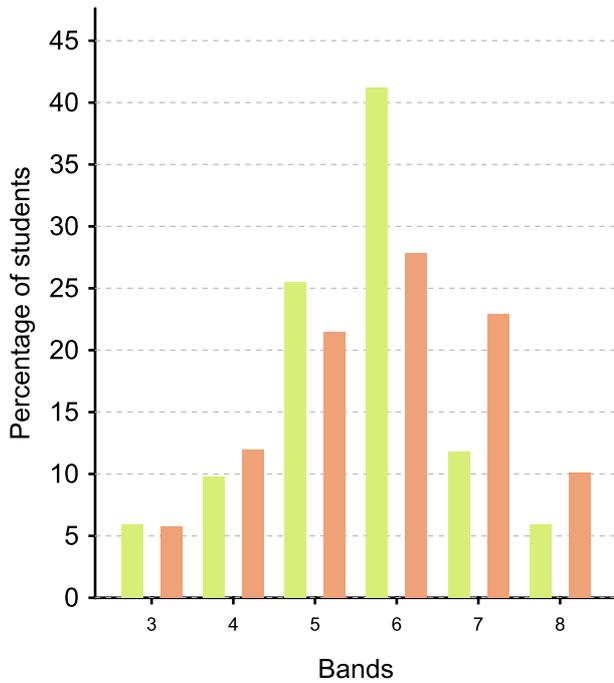
Percentage in bands:
Year 3 Writing



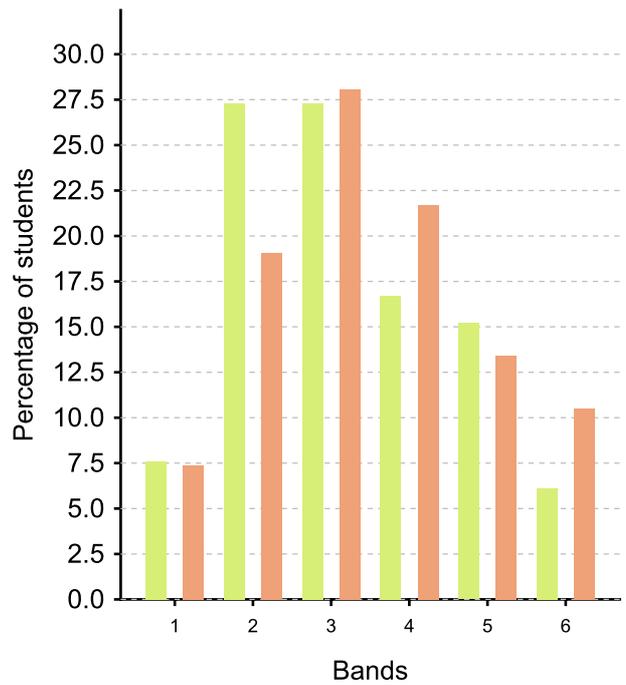
Percentage in bands:
Year 5 Reading



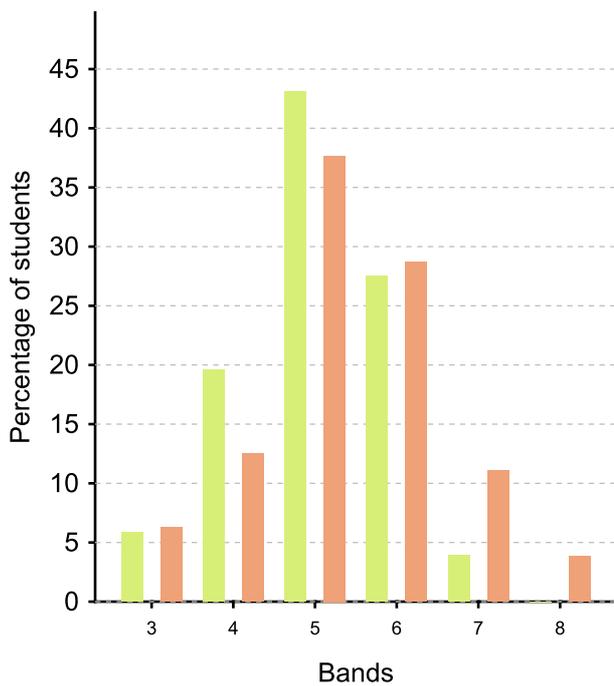
Percentage in bands:
Year 5 Spelling



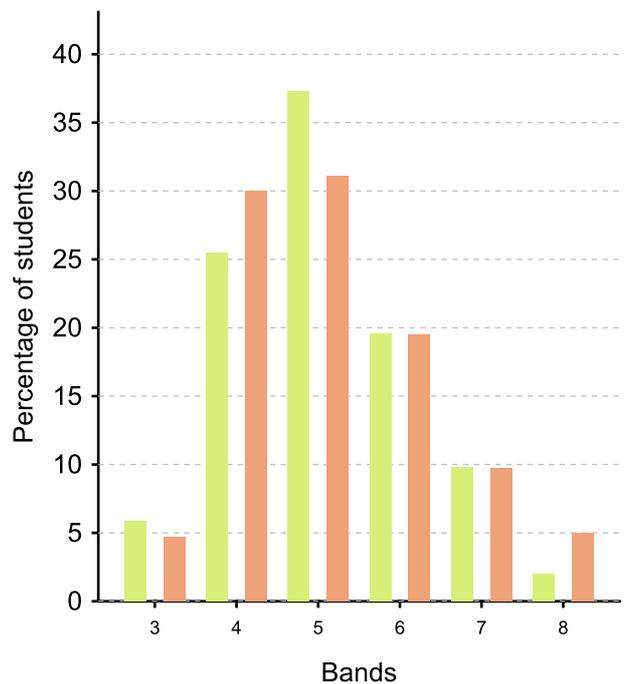
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



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

During 2016 parents, teachers and students in Years 4 to Year 6 inclusive completed the Tell Them From Me survey.

Parents at Lakemba Public School who completed the survey have high aspirations for their children. More than 90% expect that their children to complete Year 12 and attend university. Eight out of ten parents reported that:

- they felt welcome at the school.
- they believe that the school supports positive behaviour.
- their children have a clear understanding of what behaviour is expected of them.
- they and their children felt safe at school.

When questioned about communication with the school the great majority of parents cited the formal interviews in Terms 1 and 3 and the student reports as the most useful means of knowing about their child's progress. The school newsletter and website were the most useful means of finding other information.

Teachers' perception of student learning indicates that believe Lakemba Public School is a very inclusive school where data informs practice and the culture of learning is high. They noted that parent involvement in the school was not high as it could be.

Student responses to the Tell Them From Me indicated that :

- 86% of students had a high sense of belonging.
- 80% of students had positive relationships
- 95% of students valued School Outcomes
- 82% of students felt that they have someone at school who encourages and advises them. This was one of the areas focused on during Mental Health Week.

The Tell Them From Me survey confirmed that engagement of the community should be a priority for the school in the future. It also indicated that the school could consider expanding the ways in which the community receives information.

Policy requirements

Aboriginal education

Lakemba Public School continues to be committed to ensuring that our students are well informed and educated about the history of Australia's indigenous people.

Significant events in Australia's indigenous history, such as National Sorry Day, NAIDOC Week and Reconciliation Week were acknowledged and recognised in classrooms and shared in the community at whole school assemblies attended by community members.

The Bush Tucker garden established in 2014 was again a focus of classroom work. Each classroom expanded their knowledge of indigenous fauna by adopting an animal as a classroom totem. Like the flora they adopted in 2015, each class researched their selected animal and produced an information poster. The plant and animal totems are sustained throughout the school every year the new students in the classroom adopt the plant and animal totems.

The focus on our indigenous inhabitants was extended by the creative and practical arts group when they used the theme of 'Songlines' an artwork that was hung in the NSW Maritime Museum as part of the Koori Art Exhibition.

In 2016 one student who identified as aboriginal was enrolled for one semester.

Multicultural and anti-racism education

Ninety eight percent of the students enrolled at Lakemba Public School have a language background other than English. The main language background our students has traditionally been Arabic. Over recent years this has changed so that in 2016 approximately half of the students spoke Bangala, Urdu or Pashtu.

The school's enrolment of Rohingya students continued to grow in 2016. The English as an Additional Language or Dialect indicated that 9.5% of our students are refugees.

Our EAL/D Program (English as an Additional Language or Dialect) is supported by four specifically trained EAL/D teachers. They support students in their acquisition of English through both in class support and withdrawal. They also advise and support classroom teachers to plan and implement programs suitable for the wide variety of EAL/D students in their classes. Newly arrived students and students assessed as in the lower of the EAL/D progression are given priority for support. Student and family wellbeing is significantly supported as the program assists them to settle into their new environment more easily and develop the language necessary to integrate and learn.

Multicultural perspectives are included in all school activities and programs. All cultural events, such as Easter, Ramadan, Chinese New Year and Diwali, are acknowledged at special assemblies and through the school newsletter.

Every year the school celebrates the cultural diversity of our community with specific events and activities on Harmony Day. In 2016 families were invited to take part in classroom activities and enjoy lunch with the Lakemba community.

The Arabic Community Language program and RFF music program also work to develop appreciation and acceptance of the school's unique identity.

A member of the Lakemba Public School staff has undertaken specific training and is the school's Anti-

Racism Contact Officer (ARCO). This person is trained to investigate, support and counsel victims of racism as well as those who do not demonstrate respect to other students within our school.

Other school programs

School as a Community Centre (SaCC)

The School as Community Centre (SaCC) based in the school grounds, provides a welcoming place for families to meet and enjoy activities with their children and neighbours. The project is particularly focused on those families with young children not at school and on parents who are isolated or not yet connected to their local community.

In 2016, 250 families regularly participated in SaCC programs which are usually delivered in partnership with local government and non-government community services. Many programs aim to provide quality early learning experiences to enhance children's social, emotional and communication skills. More than half the children attending programs do not access formal children's services so this is particularly valuable in preparing children for the transition to school.

As well as supporting families with young children to connect with other families, schools and services, the facilitator identifies, encourages and mentors community members into employment, training and supporting others, thus building the capacity of the community to enhance outcomes for children and families.

The Centre's facebook page www.facebook.com/LakembaWileyParkSaCC is used to inform the community about the programs operating at the Centre. The facilitator, Wendi Etherington, can be contacted on 9759 4061.

Year 6 Leadership Teams

The Year 6 Leadership program continued to be implemented in 2016. After a day of leadership training early in Term 1 all students organised into leadership teams. These teams included the values, wellbeing, environment, gardening, playground activities and journalism. Each team developed a plan for their action throughout the year. Time was built into the timetable to facilitate the meeting of these teams. Each team was mentored by a Stage 3 teacher. Throughout the year the playground activities team has organised dancing, story reading, playground games for students. The environment and gardening team have worked together to plan and plant the gardens constructed with a grant from Teachers Mutual Bank. The journalism team writes about school events and special occasions. They have contributed these articles to the *Lakemba Link*, the school's fortnightly newsletter, on a regular basis.

Visual Arts Group

The specialist visual art group that was formed a number of years ago continued to operate during 2016. Two staff members with a passion and talent in creative

arts, worked with a variety of groups of students selected by their teachers for their creativity, interest and talent in visual arts.

The group met each week with the aim of creating artworks for authentic audiences. The students' creations were entered into a number of competitions including the Calendar for Cultural Diversity, Operation Art and the Koori Art Exhibition. The school's entry in the Koori Art Exhibition was selected for display at the Maritime Museum in Sydney. Many of the student's artworks are hung in prominent places in the school.

Students in the group had the opportunity during the year to work with a mural artist who was employed to create a mural in a corner of the playground. Students created individual artworks that were included in the mural.

Music and Film Making

For at the least the last five years a whole school music program has been taught during one hour of the Release from Face to Face Teaching (RFF) program. A classroom teacher with specialist skills in music and performance has been hired to teach the program. Students perform, organise sound and listen during lessons students in which they sing, move to music and compose music. Listening underpins these strands.

The specialist teacher organised and taught an extracurricular drumming group which performed in the White Ribbon Day March at Lakemba. The group also performed in the Creative and Practical Arts Exhibition (Potato Hill Gallery) as well as the school's mini Olympic Games. A small group of students interested in learning the ukulele was also formed.

A school choir has also been facilitated by the specialist music teacher. The choir performed at school events including the mini olympics, the Anzac Day remembrance ceremony and the Potato Hill Gallery.

The same specialist music teacher works with a group of students who have shown an interest and talent for film making. After spending time learning specific filming skills and techniques, the group filmed school events and creates a short video of the event that is shared with the school. The videos of events are also shared on the monitor in the foyer of the school.