

# Lane Cove Public School

## Annual Report



2016



**Play the Game**

2368

## Introduction

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

Gemma Ackroyd

Principal

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### Message from the Principal

At Lane Cove Public School we have a strong focus on supporting the learning of students and staff. In 2016 the new History and Geography syllabuses were implemented and this followed on from staff learning about and implementing new syllabuses in English, Maths and Science in previous years.

Extensive professional learning has been provided for staff which has resulted in increased knowledge and understanding and a more collaborative approach to the development of teaching programs and supporting the learning of all students. Our administrative staff also engaged in extensive learning in 2016 to help implement a complex new departmental finance system.

With the assistance of school, department and P&C funds, the school built on its well-resourced technology to support student learning. More iPads and laptops were purchased for student use and on-going professional learning in this area was provided for staff to enhance their teaching programs.

Students at Lane Cove Public School continue to excel in many areas and are well supported in their learning and development by a very committed staff. Extensive co-curricular and extra-curricular programs provide opportunities for students to learn and develop further skills within a safe, respectful and stimulating learning environment. A well-organised and dedicated Learning Support Team of professionals provides a wide range of support for students with particular needs.

I thank both our teaching and administrative staff for their dedication and commitment to the learning and well-being of all of our students. I thank the many parents, carers and grandparents who contribute so enthusiastically and in so many ways to our students, our school and its many programs.

Gemma Ackroyd

**PRINCIPAL**

### Message from the school community

#### Message from the P&C

2016 was another very successful year for the P&C.

Following the stepping down of the bulk of the previous executive, a number of new faces joined the P&C Executive in 2016, including Secretary Paul Cleary, Treasurer Adrian Gribben, and myself as President all of whom were complete

newcomers to the P&C. Other members of the P&C Executive who continued to be involved and support the school included Clare Gaunt, Andy Sullivan, Mark Fisher, Warren Lippiatt, Charlene Davison and Elaine Bean. On behalf of the School Community I'd like to thank Carla FitzSimons (President), David Horton (Treasurer), and Sonya Sleigh (Secretary) for their hard work as members of the P&C Executive over a number of years. I'd like to make a special mention of thanks to Carla as well, for the handover and ongoing support she provided to myself over the past year.

## **Financial Summary**

The P&C started and finished the year in a solid financial position.

During the course of 2016, the main P&C and its three subcommittees managed a total of over \$650,000 in revenue, returning a modest profit of just over \$26,000. The main P&C managed over \$174k of revenue, from a variety of sources including our community partners, the financial donation, and our main fundraising events: – the annual gala and the inaugural fun run, held for the first time on Father's Day in 2016.

The P&C contributed almost \$90k back to the school in the form of financial assistance towards learning support, teachers' aides, additional assistance for kindergarten programs, refreshing K–2 readers and additional teaching support for senior school maths programs. Over the last three years, the P&C has provided financial support back to the school of approximately \$270,000, which is an amazing amount.

The three sub committees – music, canteen and uniforms – all operated with a positive balance, and special mention should be made for the music committee, led by Sharon Higgins–Bush, for a fantastic turn around in their financial position from the previous year.

The main financial opportunity for the P&C continues to be in relation to our major fundraising events, as well as spending more time engaging with and promoting our community partners.

The P&C currently sit with a healthy cash balance, and the opportunity to make an even greater difference to the school over coming years.

## **Sub Committees**

Our three sub committees all had successful years in 2016, operating at a small profit. The Uniform Shop continued the intricate tasks of managing suppliers and ensuring quality uniforms for our children, and introduced Ragtagd to address the age old problem of lost property at schools. Our Canteen continued to provide quality meals, 5 days a week, primarily staffed by volunteer parents. The music committee turned around after a loss in 2015, and had over 250 students engaged in the program and continues to go from strength to strength. The quality of young musicians engaged in our music program, and the diversity of instruments and ensembles offered is a fantastic credit to the hard work of our music committee and the tutors involved.

## **2016 P&C Events**

The P&C again ran a number events throughout 2016, some focussed on community building and others on fundraising, and as in previous years these were hugely successful, from both perspectives. It's a fine line for the P&C to balance between events to bring our community together, and those seeking to raise funds to support the learning of our children.

This reflects the stated ideology of the P&C – that we are clear as to where we are fundraising (for example the P&C Donation, Fun Run and Gala), and where we are trying to build our school community (our BBQs and other events through the year), as well as those activities which provide services to the school community (like the Christmas trees) but where we might be able to make some incidental profit on the way through.

## **Lane Cove Fun Run**

2016 also saw the P&C host the inaugural Lane Cove Community Fun Run. It was an amazing success with approximately 1,500 participants taking on courses through Longueville.

For the first year of an event to be such a smash is a testament to the hard work of a huge group of volunteers, and particularly the work of Carla FitzSimons. This was an event we hoped to break even on in the first year, which instead made a significant profit – over \$21,000, so a huge thank you to Carla for her efforts.

## **Conclusion**

2016 was a good year for the P&C. We have continued to promote the school community, raised a significant amount of money and provided these funds back to the school, and ran a number of successful events which have hopefully allowed our parents and carers to make some connections. Our subcommittees – Music, Uniforms and Canteen – have all had successful years, keeping costs to a minimum and operating at a slight profit. Thanks to Sharon, Lisa Ballistreri (Uniforms) and Victoria Davidson (Canteen) for their hard work and dedication in convening these committees.

As a volunteer organisation, we survive on the willingness of people within our community putting their hand up and getting involved – helping to run garden, cook on the bbq, serve sausages, design class art, run reading groups in the classes, set up and pack away tables, support our music groups, staff stalls, arrange nights out, or hand out bibs and patrol the streets during the fun run. We are privileged that we have had hundreds of people get involved in the past year.

Our role as the P&C needs to be to continue to engage with our parents, provide them opportunities to make connections, and to enrich our school by creating a sense of community amongst our parents and students.

It's been a privilege to be the President of the P&C this year, and I look forward to building on these successes in 2017.

James Morley

**PRESIDENT 2016**

### **Message from the School Council**

During 2016, the Lane Cove Public School Council was made up of the Principal, Gemma Ackroyd; P&C President James Morley; elected staff representatives Melissa Nyholm, Rebecca Lynch, Penny Jones, and Gail Falkingham; elected parent representatives Matt Ralph, Danielle Avery, James Sleigh (January – August), Deborah Jager and Andrew Prentice (November –December); and invited community member Rob Mattingley.

The School Council has continued to provide the Principal with support in the areas of strategic decision-making and financial management. It provided input to the Learning Support and Gifted and Talented programmes; considered the school's building and facility needs; provided feedback on the school curriculum; and provided representation on the selection panel for new administration staff. It also met with councillors from Lane Cove Council to discuss a range of issues relevant to the school and its immediate environment, including road safety, neighbouring development applications and community facilities. Council has provided the school executive with feedback from parents on a range of issues, including learning support programmes and OOSH.

The school would like to thank Ms Ackroyd for all her hard work in leading the school and driving all the numerous projects that this entails.

Matt Ralph

**School Council President**



## School background

### School vision statement

**Lane Cove Public School is a community-focused public school valuing a proud tradition and shaping a positive future. The school's goals are to:**

Address individual student needs and abilities

Embrace the concept of personal best to promote student achievement and success

Promote the school and a community of life-long learners

Develop personal values of respect, honesty, fair play and compassion

Encourage students to assume responsibility for their learning and behaviour and property

Foster creativity, initiative and leadership in a changing complex world

Promote healthy lifestyles which encourage personal commitment to safe choices, exercise and the environment

Develop school, community and national pride through emphasis on co-operation and teamwork.

### School context

Lane Cove Public School is a NSW Government Primary School (Kindergarten to Year 6) located in Lane Cove, on the lower North Shore of Sydney. The school has a proud tradition of excellence and sustained, high, all round student performance. It offers a broad curriculum centred on high standards of literacy and numeracy. It has a strong focus on technology in learning.

The school encourages students to set goals and the expectation is that each student achieves his/her best. We also encourage a sense of civic and social responsibility.

As well as its strong academic programs the school offers an outstanding extra-curricular music program which includes a concert band, a jazz ensemble, an orchestra and a number of training bands. This music program is organised by a dedicated committee of the very active and supportive Parents and Citizens Association (P&C).

The school also offers an extensive sport program and co-curricular activities including debating, public speaking, dance and choir. Chess, Hebrew, French and Mandarin are available as after school activities. Lane Cove Public School has a dedicated staff supported by strong partnerships with parents and community.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year our school undertook self-assessment using the elements of the School Excellence Framework. The process involved reflection on the elements of each of the three domains of Learning, Teaching and Leading using the criteria provided by the Department of Education of delivering, sustaining and growing and excelling.

#### Learning

Lane Cove Public School is excelling in providing a school culture where there is school-wide collective responsibility for student learning and success with high levels of student, staff and community engagement. School programs address the needs of identified student groups and individual learning is supported by the effective use of school, system and community expertise and resources.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students. Positive and respectful relationships across the school community underpin a productive learning environment.

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students. Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. Students consistently perform at high levels on external and internal school performance measures.

## **Teaching**

The school is sustaining and growing in the areas of effective classroom practice and data skills and use. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

In the areas of collaborative practice, learning and development and professional standards, the school is excelling or sustaining and growing. Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. School wide relationships provide mentoring and coaching support to ensure the ongoing development of staff. The school evaluates professional learning activities to identify and systemically promote the most effective strategies. Teachers draw on and implement evidence-based research to improve their performance and development.

## **Leading**

In the area of school planning implementation and reporting the school is excelling. The school is also excelling in the areas of leadership, resources and management practices and processes. There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Monitoring, evaluation and review processes are embedded and undertaken routinely.

Staff have purposeful leadership roles based on professional expertise. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

Practices and processes are responsive to school community feedback. Longer-term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the school community, to best meet the needs of students and the local community.

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

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

Enhance a strong learning culture to develop the knowledge, understandings and skills of all students.

### Purpose

Improved student understanding, knowledge, enjoyment and performance in English and Mathematics.

### Overall summary of progress

Strategies to enhance a strong learning culture include the implementation of five new syllabuses between 2014 and 2017, a focus on professional learning and facilitating collaborative planning, an increased use of technology in teaching and learning programs and a review of assessment and reporting practices. In 2016 progress was made in implementing a number of the strategies identified in detail in the 2015–2017 School Plan.

Extensive professional learning was provided to staff to embed their knowledge and understanding of the new Maths, English, Science, History & Geography syllabuses. Collaborative planning resulted in the development of visual literacy units of work. Grade and stage sharing sessions evaluated lesson effectiveness and analysed student outcomes to ensure growth and improvement.

There was an emphasis on improving student performance in the Maths strand of measurement and geometry with explicit teaching, the purchase of hands on teaching resources and specific professional learning in this area. To help facilitate the effective use of technology teachers shared appropriate apps and students enjoyed the use of apps and iPads in a variety of key learning areas.

All teachers participated in a review of assessments in English and Maths K–6 that resulted in a new comprehensive K–6 assessment schedule with updated scope and sequences in Maths, HSIE and Science.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved NAPLAN results in writing and data/measurement, space and geometry.	In writing, 75.9% of Year 3 students achieved in the top two bands. In Data, Measurement & Space & Geometry, 62.3% of Year 3 students achieved in the top two bands, compared to 58.6% in 2015.	\$10,000 of school and P&C funds for additional part time teacher to support some maths groups of students.
Assessment and reporting priorities reviewed and altered if appropriate.	A comprehensive K–6 assessment guide developed with an extensive range of formative and summative assessments in English and Maths. Writing marking guides with criteria for teachers and students in Stages 1, 2 and 3 to use in informative and imaginative writing were developed.	
Increased understanding of Australian curriculum.	Through professional learning and collaborative planning time provided to staff in visual literacy and conceptual planning in Maths, teachers indicated an increase in understanding of the syllabus.	\$10,000 of professional learning funds.

### Next Steps

In 2017 there will be continued emphasis on the Writing strand of English. Professional learning is planned for Term 1, 2017. Newly developed assessment tasks and writing guides will be implemented. Quality literature resources will be purchased to support the development of students' language and writing.

There will also be continued emphasis on the teaching of measurement and geometry and the development of teachers' understanding of key mathematical ideas in the maths syllabus. Update of maths resources will continue.

## Strategic Direction 2

Improve student learning outcomes through syllabus implementation and the provision of quality teaching programs and practices.

### Purpose

Enhanced student engagement through supportive, targeted quality learning programs.

Effective whole school implementation of History K–10 syllabus

Increased knowledge of Aboriginal histories, cultures and experiences

Provision of quality learning experiences for students in Creative Arts

### Overall summary of progress

The embedding of the *Performance and Development Framework*, in which each teacher identified both grade and personal professional learning goals as part of their individual annual *Performance Development Plans*, encouraged more collaborative sharing, planning and evaluation to improve teaching practice. Early career teachers were provided with additional support in Semester 2 when the school received further support through the Quality Teaching Successful Students (QTSS) initiative.

Professional learning for teachers to support the learning of gifted and talented students continued through the implementation of the school's Teaching Gifted Learners Project. A new development was the planning and delivery of a school development day that focused on teachers' practice in supporting the needs of gifted and talented students. This was a joint project developed by staff in the eleven schools in the newly established Lane Cove River Alliance and involved participation by over 350 teachers.

Implementation of the new History and Geography syllabuses occurred with ongoing professional learning in history and geography as well as continued professional learning in implementation of other syllabuses.

The school's Learning Support Team actively supported class teachers to make the necessary adjustments, developed and facilitated better processes for sharing information about identified student needs and established improved record keeping.

All students K–6 participated in the visual arts enrichment program in which two visual arts high school teachers worked with each class in a series of lessons that engaged students and increased their knowledge, understandings, skills and creativity. The program ran for two terms and culminated in an art exhibition where each student had at least one piece of work displayed. Student, staff and parent feedback about the program was very positive. A new music program was introduced in 2016 where a specialist music teacher was engaged to teach each class in a series of lessons that increased student knowledge, understandings and appreciation of music as well as providing professional learning for class teachers.

Other quality opportunities provided for students in the arts included 90 students developing skills while participating and performing in the Wakakirri dance and drama program. Over 90 Year 6 students performed in the musical *Alice in Wonderland Jr*, and over 60 students in the Year 2, 4 and 5 choirs sang in a variety of school and public performances.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students with additional learning needs identified and supported	Approximately 10% of all students received some level of adjustment to support their learning, e.g., additional time to complete a task, short breaks, tasks broken into smaller chunks, visual prompts or assistance from a support teacher or a school learning support officer. The Learning Support Team consulted with class teachers to plan, implement and evaluate learning adjustments for	\$193,069  (Department, school and P&C funds)



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students with additional learning needs identified and supported	students with additional learning and support needs. Additional staff employed to support these students.	
Professional learning plans show evidence of understanding of the performance development process	Teachers, after consultation with colleagues and supervisor, developed individual professional development plans (PDPs) that demonstrated greater understanding of the annual performance and development process. This has resulted in a more targeted approach to professional learning as well as a collaborative approach to improve teaching and learning in grade or stage or particular interest groups.	\$38,984 DoE professional learning funds
Increased understanding for staff, parents and students about GATS education	Professional learning was provided for whole staff and smaller groups of teachers in Stage2, Kindergarten, Year 1 Year2, Executive staff, Learning Support Team and other interested staff. This resulted in more teachers increasing their understanding of the needs of gifted students and differentiating teaching programs to support those students.	\$10,000 (P&C and school funds)

## Next Steps

Following surveys of staff, the specialist visual arts and music enrichment programs will continue in 2017.

Anticipated staffing increase in 2017 from the DoE Quality Teaching Successful Students (QTSS) initiative will provide additional mentoring of early career teachers.

Administrative staff will be expected to develop individual professional learning plans in 2017.

### Strategic Direction 3

Collaborate with whole school community to enhance a strong learning culture and provide a positive, productive and well-resourced learning environment.

#### Purpose

A well-resourced and safe learning environment is enhanced through a positive collaboration with all members of the school community.

#### Overall summary of progress

Positive, respectful relationships were evident and encouraged through implementation of a range of school policies, procedures and programs that promoted student wellbeing and a supportive learning environment.

Ongoing commitment to the use of technology to both enhance student learning and improve communication with parents saw the introduction in 2016 of the Skoolbag app to quickly send messages to parents. The Term 1 parent/teachers interviews were organised in 2016 via an online booking process. Department, school and P&C funds continued to be used to purchase technology hardware, software, professional learning and technical support to increase the use of technology across all Key Learning Areas.

Department, school and P&C funds continued to be used to fund a range of improvements in the school's physical environment with the resurfacing of the asphalt under the COLA as well as the removal of the large coral tree trunk and replacement of the surrounding decking.

A strong partnership with the highly engaged parent community provided outstanding services delivered by P&C committees in the five day a week canteen, the well organised uniform shop and the extensive music program for over 200 students. The school continued to encourage collaboration through regular meetings with the P&C, School Council and Finance Committee, providing information and seeking feedback through these groups.

A productive relationship continued with the Australian Catholic University which provided to the school groups of students who are training to be speech pathologists and supervised by a qualified speech pathologist. Their weekly visits throughout the year identified the learning needs of targeted students, developed and implemented specific therapy sessions and communicated with teachers and parents. The established partnership with a University of Sydney lecturer continued to support the implementation of the school's Teaching Gifted Learners Project (see Strategic Direction 2).

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A safe and positive learning environment continued to be provided	The school's discipline policy, code of conduct, anti-bullying and anti-racism policies and procedures were discussed by teachers and students and copies provided in pamphlet form (and on website) to all families. Leadership opportunities were provided for Year 4, 5 and 6 students. The SRC actively supported student fundraising for charities. Annual student health care reviews were conducted for more than 70 students with health care needs	
Improved learning and playground environment	Resurfacing of playground area under large COLA, building of new wooden decking and continued improvement and maintenance program of gardens, playground equipment and playground markings	\$140,000 funded by Department of Education (DoE) + \$35, 000 school funds.
Students access technology in increased engagement to achieve outcomes across all key learning areas.	Additional hardware and software was purchased to facilitate optimum levels of student engagement with technology. iPads, PCs and interactive whiteboards were added, replaced or maintained. Lessons in coding were provided in computer	\$35,000 of DoE and school funds

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students access technology in increased engagement to achieve outcomes across all key learning areas.	<p>lessons with students collaboratively programming robotics. Professional learning was provided in a variety of forms with teachers sharing strategies and useful resources; expert input was provided to build staff skills and confidence and regular technical support was brought in to overcome technical frustrations. As a result more devices are being used more frequently, more teachers are sharing apps and other resources and more technology is being incorporated into teaching and learning programs.</p> <p>An information session for parents on <i>Raising Kids in the Digital Age</i> was well attended.</p>	

## Next Steps

In 2017 Department, school and P&C funds will continue to be used to fund a range of improvements in the school's physical environment. That combination of funds will continue to be used to purchase technology hardware, software, professional learning and technical support to increase the use of technology across all Key Learning Areas.

In the second semester of 2017 consultation will occur with the school community to develop a new three year school plan.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Staff and students increased their knowledge and understanding of Aboriginal culture and history through learning experiences provided. Individualised learning plans were developed for each Aboriginal student.	\$1,775
<b>English language proficiency</b>	English as an additional language/dialect (EAL/D) teachers supported the learning of 186 students. New technology and new teaching resources were purchased to support EAL/D student learning.	\$18,699
<b>Low level adjustment for disability</b>	Additional teaching and school learning officer staff (SLSOs) worked with classroom teachers to support the learning of students with identified needs who required differing levels of adjustments to their learning programs.	\$32,519 + \$60, 550 (staffing) + school funds (\$70,000) + P&C funds (\$30,000)
<b>Quality Teaching, Successful Students (QTSS)</b>	In Semester 2 funding was received for an additional teacher three days per week. This allocation was used to release some of the Executive staff to mentor early career teachers. These teachers received additional professional learning that focused on developing appropriate teacher and learning programs, practice, resources and behaviour management strategies. Assistance with the accreditation process was also provided.	0.6 FTE staffing entitlement
<b>Socio-economic background</b>	Access to a wide range of learning programs, excursions (including camps and overnight excursions) and incursions was facilitated for students through the use of these funds.	\$6,605
<b>Support for beginning teachers</b>	No permanent beginning teacher was appointed in 2016.	Nil received

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	396	393	377	387
Girls	409	431	435	453

The total enrolment in 2016 was 840 students. 40% of our students have a language background other than English with over 50 languages represented.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	97.5	97.1	97
1	95.4	96.5	96.8	96.7
2	97	97.1	95.5	96.6
3	96.5	97.1	95.7	96.9
4	96.1	97	96.5	96.1
5	96.1	96.5	96	95.7
6	95.9	96.1	95	95.6
All Years	96.1	96.9	96.1	96.4
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

The school closely monitors student attendance. Any unexplained regular absences and regular late arrivals are referred to the grade coordinator and Home School Liaison Officer where appropriate.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	30.87
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	4.87
Other Positions	0

\*Full Time Equivalent

At Lane Cove Public School, the Indigenous component of the staff in 2016 was nil.

### 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	25

### Professional learning and teacher accreditation

Implementation of the Department's *Performance Development Framework* resulted in each teacher identifying both grade and personal professional learning goals as part of their individual annual *Professional Development Plans*. This approach encourages more collaborative sharing, planning and evaluation and includes teachers observing the teaching of others. An increase in Departmental funding for professional learning in 2016 supported a more collaborative approach to professional learning.

In 2016 teaching and administration staff participated in an extensive range of professional learning opportunities. The cost of this professional learning was funded by the Department of Education (DoE) global



funds (\$38,984) and school funds (\$24,000). These opportunities included:

Professional learning was provided to staff for the implementation of the new Geography syllabus in 2016. Working in grade groups, teachers developed units of work which they shared and evaluated.

The school's ongoing Teaching Gifted Learners (TGL) project has one of its focuses the provision of professional learning to support the learning of gifted students. An academic provided professional learning in this area to the whole staff and worked during the year with Stage 2, Kindergarten, Year 1 and Year 2 teachers to increase their understanding of how to provide a differentiated curriculum for a wide range of student ability.

All teachers attended a full day conference at Hunters Hill High School with over 350 teachers from 10 schools in the Lane Cove River Alliance of schools. *Engaging Learning for Gifted and Talented Students* was the title of the conference and included keynote speakers Dr Angela Chessman, Dr Kristy Goodwin, Shirley Koch and Dr Sue Vasilevska with over 20 teachers from schools within the alliance presenting a variety of workshops. The sharing of knowledge, research and effective strategies to support gifted and talented students was valuable professional learning. Three of our teachers presented workshops at the conference and one of our Assistant Principals coordinated a small team of teachers from other schools which organised the whole conference.

Over several school development days teachers participated in professional learning in anaphylaxis, child protection, Cardiopulmonary Resuscitation Accreditation (CPR) and emergency care training, supporting gifted students, using iPads to support 21st century learning, the Department's Code of Conduct policies and grade planning sessions.

Classroom teachers met regularly in grade teams to collaboratively plan teaching programs and assessment procedures.

Several teachers visited the Vern Barnett School to increase their understandings of students on the autism spectrum.

Support teachers regularly attended Departmental network meetings of teachers in specific areas of Reading Recovery and Support Teacher Learning Assistance (STLA). Members of the school's Learning Support Team participated in a broad range of professional learning sessions to assist in meeting students' needs.

14 early career teachers were working towards Board of Studies Teaching & Education Standards (BOSTES) accreditation with 4 teachers submitting documentation in 2016 for accreditation. 8 teachers were maintaining accreditation at proficient level.

In Semester 2 funding was received for an additional teacher three days per week. This allocation was used to release some of the Executive staff to mentor early

career teachers. These teachers received additional professional learning that focused on developing appropriate teaching and learning programs, practice, resources and behaviour management strategies.

The Administration staff and Principal attended extensive professional learning in the Learning Management Business Reform program implemented in 2016 which resulted in major changes to financial and administrative processes in the school.

## 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	\$
<b>Balance brought forward</b>	<b>178 322.82</b>
Global funds	504 107.58
Tied funds	279 055.17
School & community sources	491 679.95
Interest	3 899.78
Trust receipts	23 605.47
Canteen	0.00
Total income	1 480 670.77
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	133 845.44
Excursions	92 798.69
Extracurricular dissections	136 199.77
Library	825.00
Training & development	14 913.48
Tied funds	209 412.97
Short term relief	131 625.68
Administration & office	136 579.93
School-operated canteen	0.00
Utilities	82 768.63
Maintenance	42 138.05
Trust accounts	27 287.07
Capital programs	23 550.00
Total expenditure	1 031 944.71
<b>Balance carried forward</b>	<b>448 726.06</b>

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	596 794.91
(2a) Appropriation	487 539.50
(2b) Sale of Goods and Services	5 918.98
(2c) Grants and Contributions	102 604.39
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	732.04
<b>Expenses</b>	-546 275.91
Recurrent Expenses	-546 275.91
(3a) Employee Related	-246 431.15
(3b) Operating Expenses	-299 844.76
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	50 519.00
<b>Balance Carried Forward</b>	50 519.00

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.

The information provided in the financial summary includes reporting from 27 January 2016 to 31 December 2016. The school made the transition from the OASIS finance system to the SAP/SALM system on 5 September 2016.

## Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	5 083 980.13
Base Per Capita	44 036.87
Base Location	0.00
Other Base	5 039 943.25
<b>Equity Total</b>	284 044.03
Equity Aboriginal	1 775.04
Equity Socio economic	6 605.21
Equity Language	181 932.25
Equity Disability	93 731.53
<b>Targeted Total</b>	61 629.99
<b>Other Total</b>	150 008.65
<b>Grand Total</b>	5 579 662.80

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.

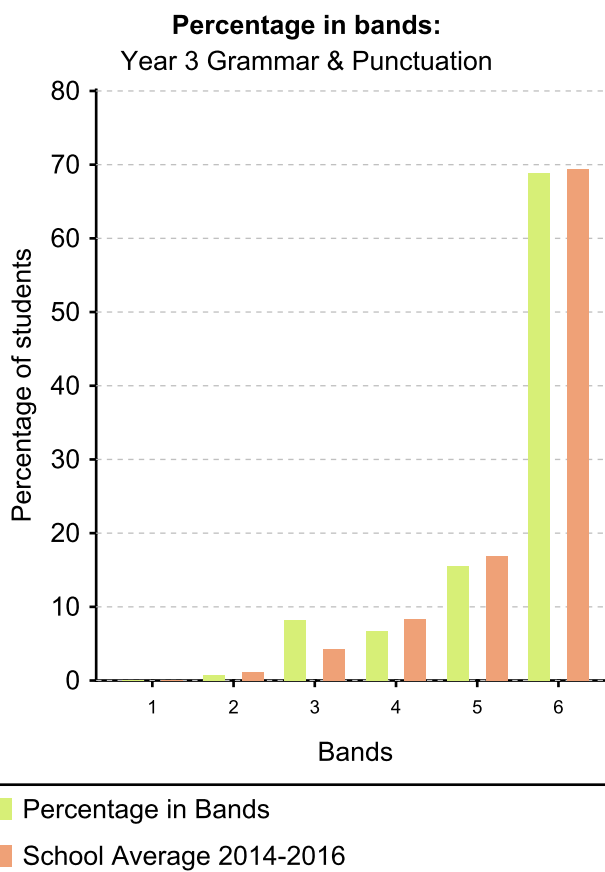
Our Year 3 and Year 5 students continue to perform well, achieving results well above the state average in all areas and, in Year 3, above the average in all areas of Literacy for students in similar schools grouping. 138 Year 3 students and 87 Year 5 students completed NAPLAN in 2016. Some highlights are:

In Reading 81.3% of Year 3 students achieved in the top two bands, up from 80.4% on 2015 while 57.4% of Year 5 students achieved in the top two bands compared to 60.2% in 2015.

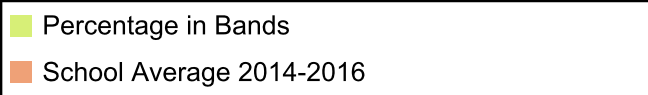
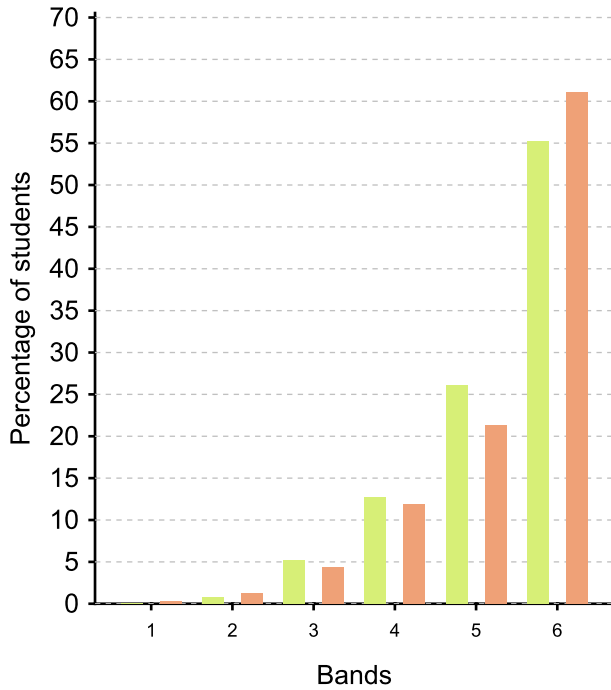
In Writing 75.9% of Year 3 students achieved in the top two bands, with 36.8% in the top band compared to 39% in 2015 while 21.8% of Year 5 students achieved in the top two bands, compared to 38.7 % in 2015 and 24% in 2014.

In Spelling 83% of Year 3 students achieved in the top two bands, compared with 77.3% in 2015 while 54% of Year 5 students achieved in the top two bands, compared to 55.9% in 2015.

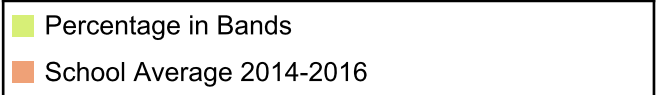
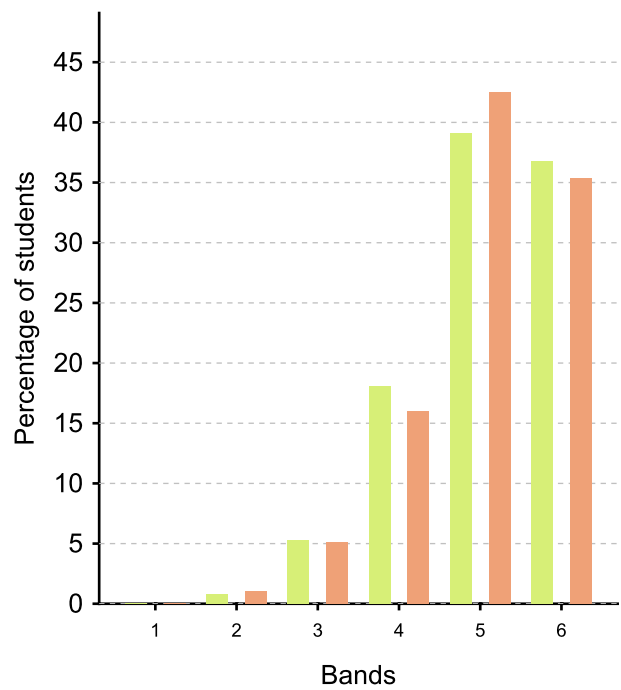
In Grammar and Punctuation 84.5% of Year 3 students achieved in the top two bands, compared to 87% in 2015, while 71.3% of Year 5 students achieved in the top two bands, compared to 55.9% in 2015.



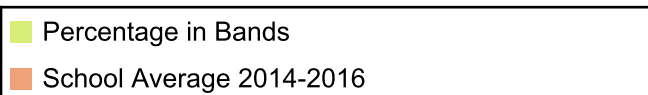
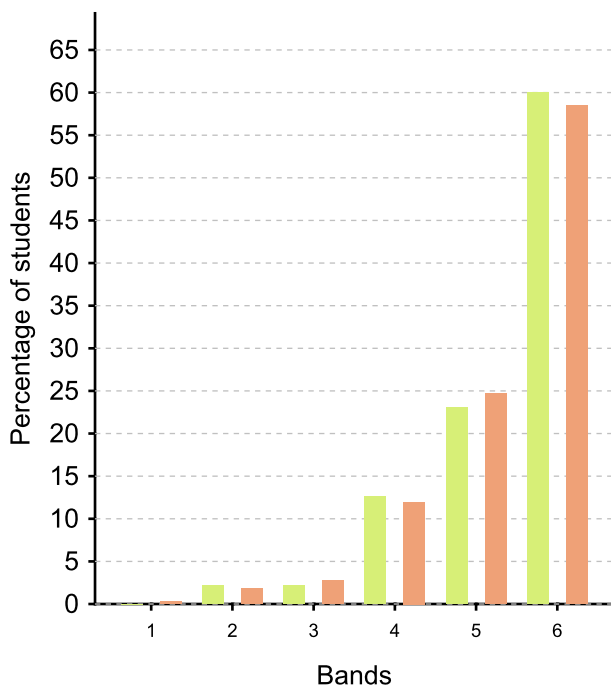
**Percentage in bands:**  
Year 3 Reading



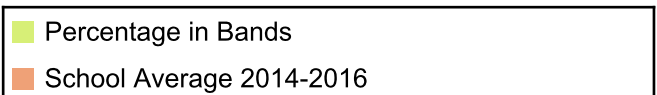
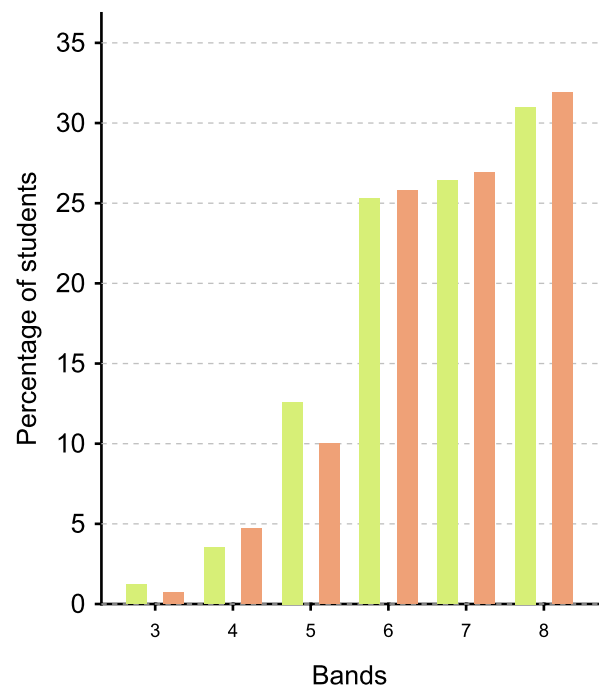
**Percentage in bands:**  
Year 3 Writing



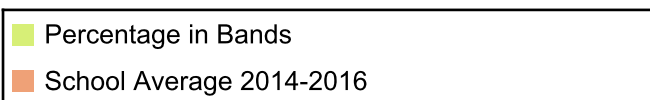
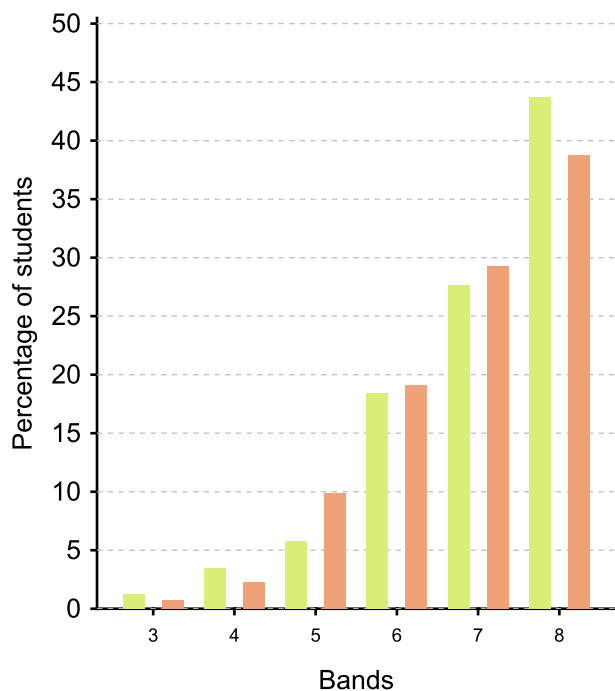
**Percentage in bands:**  
Year 3 Spelling



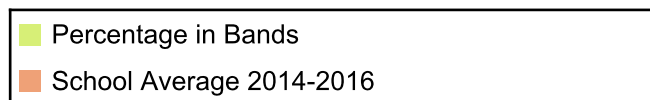
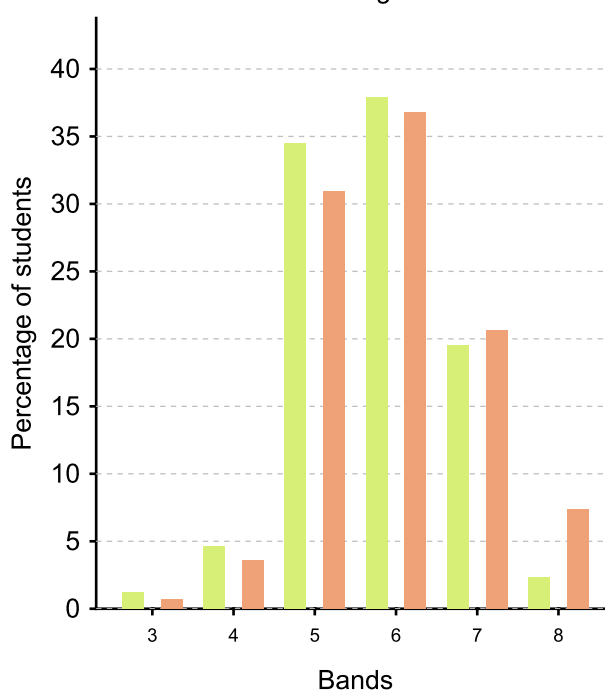
**Percentage in bands:**  
Year 5 Reading



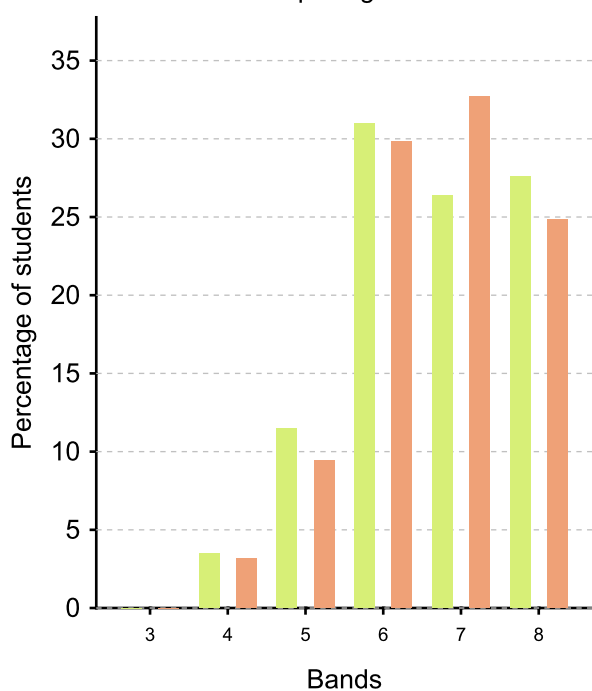
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling

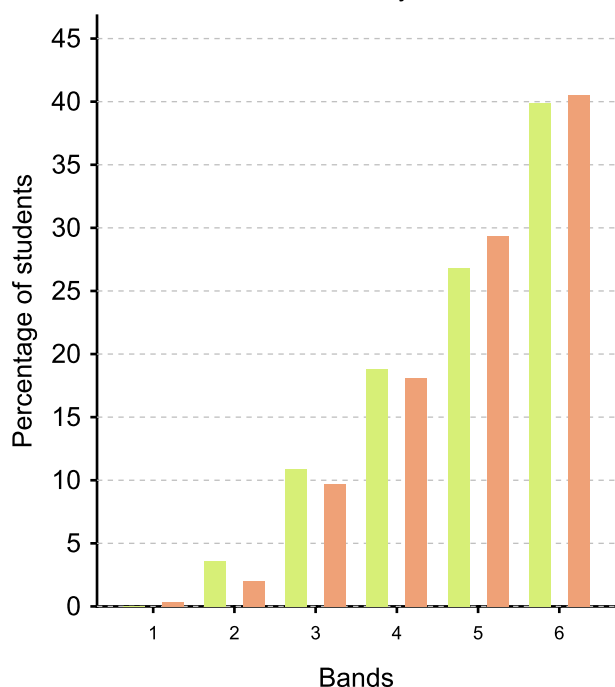


In Data, Measurement and Space & Geometry 62.3% of Year 3 students achieved in the top two bands, compared to 58.6% in 2015 while 52.8% of Year 5 students achieved in the top two bands.

In Number and Patterns and Algebra 61.6% of Year 3 students achieved in the top two bands, with 37.7% achieving in the top band, while 64.3% of Year 5 students achieved in the top two bands.

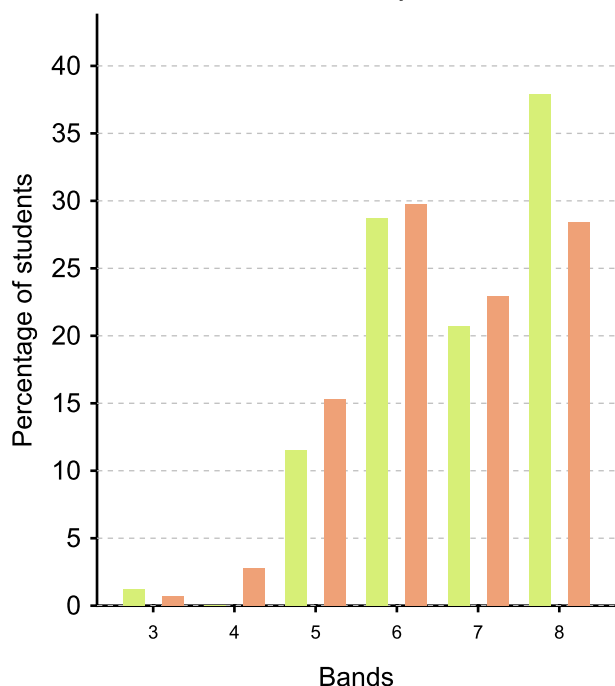


**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

In Reading 81.3% of Year 3 students achieved in the top two bands, up from 80.4% on 2015 while 57.4% of Year 5 students achieved in the top two bands compared to 60.2% in 2015.

In Numeracy 66.7% of Year 3 students achieved in the

top two bands, up from 63% in 2015 while 58% of Year 5 students achieved in the top two bands compared to 45% in 2015.

## Parent/caregiver, student, teacher satisfaction

### Culture

The school sought feedback from staff, students in Year 2, 4 and 6 and all parents in the area of culture. The Department of Education's School Map evaluation instrument was used for this survey and responses were received from 31 staff, 200 parents and 353 students.

Survey participants could indicate one of four responses to each question, ranging from "almost always", "usually", and "sometimes" to "rarely".

Almost all staff, 81% of students and 78% of parents who responded thought that the school understands and responds to the context of its community. 87% of staff, 81% of students and 69 % of parents thought that school leaders influence school culture to enable the achievement of the school's purpose.

It was thought by 94% of staff, 76% of students and 76% of parents that almost always or usually that the school's structures and strategies recognise and celebrate achievement. 97% of staff, 82% of students and 76% of parents thought that the school's main priority is meeting the needs of students.

The school's plans, policies, programs and practices are strongly supported by the school community (97% of staff, 73 % of students and 80% of parents). Almost all staff, 85% of students and 77 % of parents are proud of the school, indicating that the school fosters a sense of belonging and collective responsibility.

It was thought by 90% of staff and students and 81% of parents that the school community almost always or usually recognises, values and supports the contribution of new members to the culture of the school. That the school's culture supports a sense of ownership of the school was agreed to by 97% of staff, 89% of students and 66% of parents. 97% of staff, 89% of students and 69% of parents thought that almost always or usually the culture of the school promotes improved student learning outcomes.

It was thought by 90% of staff, 65% of students and 64% of parents that the school's culture supports continuous improvement. In response to the question that the school, when necessary, makes important changes to what it does, 87% of staff, 61% of students and 54% of parents thought that this occurred almost always or usually.

That the school is a community of learners was supported by 93% of staff, 90% of students and 73% of parents. 97% of staff, 84% of students and 63% of parents indicated that the school almost always or usually recognises, values and supports the diversity of

its learners.

Overall, this evaluation was a positive reflection by staff, students and parents towards the school's culture. There is a strong recognition that the school's main priority is meeting the needs of students and the school's plans, policies, programs and practices are well supported by the whole community. There appears to be different perceptions between staff, students and parents in the area of the school's culture supporting continuous improvement and making change. This area could be explored later in 2017 when the school community will develop a new three year school plan.

## Policy requirements

### Aboriginal education

During 2016 students were introduced to content and outcomes in the History and Geography syllabuses through K–6 teaching and learning programs. Through the teaching of History, Geography and perspectives across other curriculum areas, students K–6 learnt about Aboriginal Australia. Students were exposed to Aboriginal history and culture through NAIDOC Week learning and celebrations, in particular the theme of Songlines. Year 6 school leaders learnt about the significance of Aboriginal Acknowledgement of Country, and wrote their own that were used at the opening of NAIDOC Week celebrations. Students K–6 also had the opportunity to participate in a NAIDOC Week poster competition. Students and staff participated in learning experiences at a number of off-site excursions stemming from the new History and Geography syllabuses.

Executive staff members participated in professional learning on the new Geography Syllabus. Staff K–6 attended an afternoon professional learning session on the Geography Syllabus. The new History Syllabus was implemented during 2016 according to mandatory requirements. All grades also decided to implement the Geography Syllabus during 2016. All Stages began teaching History and Geography according to the new Stage based HSIE Scope and Sequence. Staff were engaged in further learning about Aboriginal Australia with several staff members participating in professional learning courses. Staff K–6 learnt about Aboriginal Songlines during NAIDOC Week. As a result of this learning, staff engaged in professional dialogue about Aboriginal history and culture throughout the year. These experiences resulted in increased cultural competence, and confidence and expertise in teaching Aboriginal perspectives K–6.

Parents of students K–6 were introduced to the new History and Geography syllabuses through the Term One parent information evenings. Student learning, content and outcomes of the syllabuses were then reported to parents in Semester One and Two student reports. The Years Two and Four Choirs performed a traditional Aboriginal language song at the Voices for Reconciliation Concert in Lane Cove Plaza. The Year Two Choir performed a traditional Torres Strait Islands song at the K–2 Assembly. Kindergarten and classes in other grades had the opportunity to learn about

Aboriginal Australia and the Torres Strait Islands through cultural celebrations involving learning from members of the community.

### Multicultural and anti-racism education

In 2016, 40% of our students had a language background other than English (LBOTE).

Of this LBOTE population, 237 needed support and 186 were included in the English as an additional language/dialect (EALD) program. The 51 not able to be included in the EALD program were supported in their mainstream classroom. All of the EALD students were assessed to be working at the following levels:

17.8% were Beginner Limited Literacy or Beginner Some Literacy, 18.6% were Emerging, 26.3% were Developing and 37.3% were Consolidating learners requiring support. The students who were not able to be supported by the program were working at the later stage of developing and consolidating.

Students were supported by withdrawal lessons and in-class support. More emphasis was given to collaborative teaching for Early Stage 1 and Stage 1 EALD students. In the second semester there was an increased enrolment of new arrival students. This made a significant impact on our timetable and teacher resources were allocated to support the new arrival students. Beginner Limited Literacy, Beginner Some Literacy withdrawal students were taught survival vocabulary, talking and listening activities, beginning reading skills and simple writing tasks. Emerging and Developing withdrawal students engaged in talking & listening, reading and writing activities that assisted them to complete and understand concepts in their mainstream classroom. Kindergarten was provided with in-class support for both reading and writing. This involved supporting students during writing sessions. Their reading was supported by small group reading with activities based on developing vocabulary and comprehension. Stage2/3 Consolidating students were supported through reading/writing activities. This was subject based from their mainstream classroom. This was to develop the skills and vocabulary used in their main-stream classroom.

Lane Cove Public School's EALD teaching allocation was 1.6 in 2016. An additional 1.0 New Arrival Program support was allocated to our school for Terms 1 to 3, due to the increase in new arrival students. The additional allocation was reduced to 0.8 in Term 4.

Students celebrated Harmony Day through class activities that encouraged reflection on the values associated with living harmoniously.

The school's anti-racism policy was discussed in classes and at school assemblies. Students were reminded of the school's anti-racism contact officers. The school's anti-racism policy was sent home to all families in pamphlet form.