

# Lakeside School

## Annual Report



2016



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## Introduction

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

The annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework> .

Darren Barnett

Principal

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## School background

### School vision statement

Lakeside School is dedicated to working with the whole school community and recognising the importance of individual differences. It aims to provide a safe positive environment for students with specific needs, resulting in confident, engaged learners, who can participate in the community and become valued members of society. This will be achieved by an ongoing commitment to quality teaching and evidence based research leading to innovative approaches in special education.

### School context

Lakeside School provides individual education and transition programs for students with moderate to severe intellectual disabilities, many of whom have a secondary diagnosis of Autism. Student programs reflect the skills and knowledge that students will require to move from school to postschool life. Students are taught Early Stage 1 to Stage 6 curriculum using Curriculum and LifeSkills outcomes.

The school has seven classes with six being IO/IS (moderate to severe intellectual disability) and one multicategorical class catering for students with an intellectual disability or autism, emotional disturbance or physical disability. School programs are designed around key learning areas focusing on providing students with a broad range of curriculum experiences.

Staffing comprises one non-teaching Principal, two teaching Assistant Principals five classroom teachers, three day a week relief teacher, one day a week librarian and a day a fortnight support teacher. The school is supported by a fulltime Administration Manager, three day a fortnight Administration Officer, seven Student Learning Support Officers and two day a week General Assistant.

Lakeside School delivers life skills based learning programs to address the needs of students within the framework of curriculum documents. The school also provides opportunities for community participation and work experience with community access being a major focus.

During 2013, Lakeside School experienced significant change, moving from the Gateshead site to the existing Gateshead West site. Staff and students moved into the new site at the beginning of Term 3, 2013. We have now been at this new site for over 3 years and believe it provides an excellent facility to support students and their parents/ carers, offering greater opportunity for a wider range of programs.

## 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, 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, staff and executive at Lakeside School discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. From the School Excellence Framework self assessment it was identified that the school was excelling in several areas. The self assessment also identified areas for improvement such as the collection of quantitative data.

In the domain of Learning it was identified that Lakeside School has developed a strong Learning Culture, identifying there is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners. This has been largely due to the strong relations with parents/ carers and all stakeholders in the development of Individual Education/ Transition Plans.

In the domain of Teaching areas of 'Effective Classroom Practice' and 'Collaborative Practice' were identified as strengths within the school with the school leadership team demonstrating instructional leadership, promoting and modelling effective, evidence-based practice. This has been evident with the introduction of 'In the Zone' for Learning since 2015, a therapy based approach to learning. The introduction of Students with Additional Needs (SWANS) in 2016 from Monash University has allowed better assessment and reporting of individual student goals, becoming a focal point for reporting back to parents/ carers. In 2016, following collaboration with parents/ carers,

teachers are now conducting formal IEP/ ITP meetings on a semesterly basis and reporting on individual outcomes with the assessment tool also identifying that 'teachers regularly review learning .'

It was identified that Collaborative Practice in the domain of Teaching was also a strength within the school. The development of a Planning Committee across all Stages meeting regularly for planning and checking milestones collaboratively has assisted in teachers 'across all stages ... to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.' As stated in the Excellence Framework evaluation, 'the school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.'

The implementation of Performance and Development Plans has also ensured that 'school-wide relationships provide mentoring and coaching support to ensure the ongoing development of all staff.'

In the domain of Leading, 'School resources' and 'Management Practices and processes' was a highlight. From the 2015–17 Plan, long term goals were established to implement 'In the Zone' for Learning (ITZ), requiring financial planning for areas of professional learning and resourcing. From the School Excellence assessment it was identified that 'succession planning, leadership development and workforce planning are designed to drive whole-school improvement' and 'longer-term financial planning is integrated with school planning and implementation processes.'

As a result of ITZ goals, much fundraising was conducted to design a sensory room so that, not only quality teaching and learning took place, but 'the use of school facilities are optimised to best meet the needs of students and the local community.' The sensory room is used regularly by Hunter Sports High School and therapists funded by the NDIS.

In the area of 'Management Practices and Processes' it was identified that 'practices and processes are responsive to school community feedback.' In 2015, during initial planning meetings, parents/ carers met with the Principal and identified areas of improvement. Firstly they requested that parents/ carers are able to meet with class teachers to review IEP/ ITP goals for reporting purposes and that formal meetings between teachers and SLSO's were conducted at the beginning of each year for students moving classes to discuss individual programs. These were introduced at the commencement of 2016. 'Administrative practises provide explicit information about the school's functioning to promote ongoing improvement' to inform the wider school community of ongoing events at the school.

For more information on the School Excellence Framework, please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Learning Environments

#### Purpose

To engage every student in our care in meaningful and future focused learning experiences, to achieve their full potential as a learner and as a responsible and productive citizen. To focus on the ongoing development of quality learning environments, tailored to the needs of our students.

Communication is an essential element for students to engage and participate in a variety of social interactions.

Enhancing communication skills provides students with greater decision making and choice in life.

#### Overall summary of progress

Lakeside staff have further developed their understanding of current syllabus documents and strategies to implement Quality Teaching Framework into their daily practice. They have taken on board new Assessment Procedures (SWANS) and S.M.A.R.T goals to better plan and implement meaningful interventions on an individual level. These processes enable teachers to provide parents and carers with meaningful feedback on their students progress toward achieving their IEP/ ITP goals. The wider school and classrooms have been resourced to provide immediate and appropriate sensory interventions for students as they are required. Incorporating an understanding for the need for sensory input has had positive repercussions throughout the entire school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student outcomes indicate an increase in competency milestones as identified in Individual Education Plan (IEP)/ Individual Transition Plan (ITP) goals.	<ul style="list-style-type: none"> <li>Staff PL on using SMART goals for relevant and consistent goal setting and reporting.</li> <li>Staff reviewed IEP/ ITP goals for reporting purposes and monitoring progress.</li> <li>Teachers communicated student progress with 2017 class teacher.</li> <li>Proformas created for teachers to monitor student progress toward IEP/ITP goals.</li> </ul>	TPL \$500
Students have access to quality learning environments and programs tailored to their needs.	<ul style="list-style-type: none"> <li>New ALO trained and maintained strong links with LAECG by regularly attending meetings.</li> <li>All staff continue to implement programs utilising new syllabus documents and embedding Aboriginal perspectives across all KLA's</li> <li>All students Assessed using SWANS Assessments enabling effective pedagogy.</li> <li>Stocktake of sensory equipment and resourced classrooms as required.</li> <li>Sensory Room created and used across whole school.</li> <li>Staff PL on sensory room strategies and deeper understanding of sensory processing with OT's.</li> </ul>	Equity Loading – Socio-economic \$23482 – Aboriginal \$9012 ESES and fundraising for Sensory Room \$20000
Identified students successfully achieve communication goals set in their IEP's.	<ul style="list-style-type: none"> <li>Contacted Clarke Rd School and investigated "Communication Passport" – found to be not appropriate for Lakeside.</li> <li>Investigated SWANS Assessment procedures. All students Assessed using SWANS – high focus on communication strategies.</li> </ul>	ESES \$1840 Strategic Assistance \$920

## Next Steps

- Teachers programs to include individual sensory strategies for both classroom and sensory rooms
- Staff to review SWANS and ITZ Profiling Tool for students at beginning of year and after Semester 2.
- All staff using SWANS Assessment to review student achievement of communication goals
- Contact Newcastle University to get in touch with speech therapist to assist staff with strategies and planning
- Specific staff trained in Applied Behaviour Analysis and share strategies and knowledge with staff.
- Identify a quality learning environment related to WH&S Policy– checklist.
- Establish Cool Room, Resource Room & Engine Room.



## Strategic Direction 2

### 21st Century Learning

#### Purpose

Students to develop skills to effectively communicate and participate meaningfully as 21st Century learners. To provide opportunities for all stakeholders to increase their knowledge of the latest technologies and therapies available to best cater for individual student needs. Adopt a culture of 'mindfulness' throughout the school with the understanding of student regulation processes and sensory needs.

#### Overall summary of progress

Lakeside has made successful progress in understanding our student's sensory needs and using innovative teaching practices to increase student engagement. Staff have a shared focus on 'In the Zone for Learning' (ITZ) principles across all settings in the school. Extensive professional learning and resourcing classrooms has meant an increased potential for student success. Executive and staff have collaborated effectively in the development of Professional Development Goals for individuals. Staff have a thorough understanding of the Australian Teacher Standards which has led to the improvement of pedagogical practices.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Classroom observations indicating that staff are implementing 'In the Zone' (ITZ) for learning practises under the Quality Teaching Framework.	<ul style="list-style-type: none"><li>• Whole school training "Traffic Jam in My Brain" by Genevive Jerab.</li><li>• Staff Development – OT presented strategies for regulation of alertness for learning in the Sensory Room.</li><li>• Discussions of student profiles and strategies during staff meetings.</li></ul>	TPL \$4200
Regular classroom observations confirm that ITZ practises are enhancing student engagement, supported by a reduction in behavioural and suspension data.	<ul style="list-style-type: none"><li>• Purchase of SWANS (University of Melbourne) access on internet.</li><li>• Profiling workshops</li><li>• Staff Development Days for assessment</li><li>• Staff Meetings to discuss individual profiles</li></ul>	Resources (SWANS) \$300
Teaching staff have completed a Professional Development Plan (PDP's) and are accredited under the Australian Professional Standards for Teachers.	<ul style="list-style-type: none"><li>• Principal and Federation Representative to attend training for Personal Development Plan's (PDP's).</li><li>• Executive to lead PDP development for all teaching staff.</li><li>• Staff familiarised with Australian Teaching Standards.</li></ul>	TPL \$920

#### Next Steps

- Building staff confidence with Profiling Tool in the ITZ program and prioritise students for ITZ profiling.
- Design poster of ITZ teaching strategies for display throughout the school.
- Revisit SWANS assessment tool to maintain student progress and ensure all students have been profiled.

## Strategic Direction 3

### Engaged Learning Community

#### Purpose

To develop and consolidate stronger, positive partnerships with all stakeholders in our educational community; encourage a culture of collaboration and engaged communication; and provide motivated leadership and effective organisational practices to ensure optimum outcomes for all graduate students.

Transition to post-school life will be a major focus given that 35% of our current student population will be exiting school in the next three years.

#### Overall summary of progress

Lakeside continues to strengthen its connections with Post-School service providers through visits to eight (8) within the Newcastle/Lake Macquarie LGAs during Terms 2 and 3 and attendance at School Leavers Expo in July.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are adequately prepared and successfully placed with a post-school service provider on completion of Year 12.	Of the three (3) students eligible for transition support from the school, only one family took advantage of this assistance. One of the three students had successfully found work experience prior to the end of 2016, with the prospect of permanent, 4 day-per-week work in 2017.	Commonwealth Assistance \$2300 Targeted Funding \$1500 Student Assistance \$750
Parents/ carers become actively engaged in the transition attend a minimum of 1 transition process.	Of the eight (8) parents/carers who were invited to attend the Service Providers visits, five (5) took the opportunity and attended 50% or more of the visits.	Commonwealth Assistance \$460 Class Assistance \$920
All Year 12 ITPs incorporate provider specific transition objectives following semester review to achieve work experience and post-school service provider targets.	More emphasis needs to be placed on the integration of Work Experience and Post-School Service Provider visits as part of mid-year review of ITPs. Currently there are no targeted outcomes that speak directly to post-school life goals.	TPL \$460

#### Next Steps

- Continue Service Provider visits into the foreseeable future and expand the number and diversity of the Service Providers as they become established and recognised.
- Directly target specific transition objectives that target post-school placement at the completion of Year 12.



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	33	37	39	37
Girls	9	7	5	5

In 2016, 42 students were enrolled at Lakeside School from Kindergarten to Year 12. There were 37 boys and 5 girls.

### Year 12 attaining HSC or equivalent

#### **Higher School Certificate (HSC) – Preliminary**

There were six (6) students enrolled at Lakeside in the Preliminary HSC and five (5) of the six(6) student met the necessary requirements to satisfy their satisfactory completion of this educational milestone.

#### **Higher School Certificate (HSC)**

There were three (3) students of school leaving age in 2016 and all three of the students were successful in obtaining their Higher School Certificate by satisfactorily completing the required number of units of work.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.59
Teacher Librarian	0.2
School Administration & Support Staff	12.28
Other Positions	0.1

\*Full Time Equivalent

No staff have identified themselves as Aboriginal.

### 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	70

### Professional learning and teacher accreditation

All staff underwent professional learning in 2016. Professional learning ranged from staff attending training on an individual basis to whole staff professional learning opportunities. All staff training in 2016 was directed by Department of Education Policy or our Strategic Directions set out in our 2015–17 Plan. Staff participated in mandatory Departmental training along with 'Traffic Jam in my Brain', In the Zone for Learning, SWANS, Syllabus documents, NDIS, Vicarious Trauma and Aboriginal Education.

## 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>140 744.19</b>
Global funds	0.00
Tied funds	0.00
School & community sources	0.00
Interest	0.00
Trust receipts	221.50
Canteen	0.00
Total income	315 214.11
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	5 612.25
Excursions	342.00
Extracurricular dissections	28 434.71
Library	437.15
Training & development	3 762.76
Tied funds	53 652.68
Short term relief	18 691.94
Administration & office	27 690.29
School-operated canteen	0.00
Utilities	12 200.39
Maintenance	16 996.02
Trust accounts	65.50
Capital programs	9 090.91
Total expenditure	176 976.60
<b>Balance carried forward</b>	<b>138 237.51</b>

The information provided in the financial summary includes reporting from 1 January 2016 to 8 June 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	300 387.86
(2a) Appropriation	263 775.47
(2b) Sale of Goods and Services	8 450.54
(2c) Grants and Contributions	19 219.83
(2e) Gain and Loss	0.00
(2f) Other Revenue	8 264.54
(2d) Investment Income	677.48
<b>Expenses</b>	-157 968.86
Recurrent Expenses	-157 968.86
(3a) Employee Related	-92 480.98
(3b) Operating Expenses	-65 487.88
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	142 419.00
<b>Balance Carried Forward</b>	142 419.00

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.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	588 796.33
Base Per Capita	4 682.88
Base Location	647.00
Other Base	583 466.45
<b>Equity Total</b>	67 247.59
Equity Aboriginal	9 252.45
Equity Socio economic	57 995.13
Equity Language	0.00
Equity Disability	0.00
<b>Targeted Total</b>	1 256 526.47
<b>Other Total</b>	9 569.00
<b>Grand Total</b>	1 922 139.39

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

### School-based assessment

#### SWANS

In 2016, Lakeside staff adopted the innovative SWANS profiling program which was designed to help teachers monitor and intervene accurately in student learning. The program combines disciplines of specialist education, the Department of Education section responsible for student wellbeing, and the Assessment Research Centre, specialising in profiles and their assessment and teaching implications. Effectively teaching staff can identify student outcomes and assess student progress towards these outcomes. SWANS have proved to be an easy to use and interactive tool that has been adopted and implemented by all Lakeside teaching staff.

The three SWANS aims are:

1. To develop and validate assessment materials that described expected progress in the foundational skills of communication, literacy, personal learning (e.g. attention, memory, executive functioning), emotional self-management, and interpersonal processes for students with additional learning needs, and that were appropriate for all students regardless of the nature of their learning needs.
2. To investigate relationships between sub-types of additional learning needs and learning pathways.
3. To assist teachers in both mainstream and special schools to use the assessment materials to inform their decisions about effective and targeted teaching strategies for students with additional learning needs

and to monitor and report their students' progress.

### NAPLAN

All students were exempt from NAPLAN testing.

### HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

There were three (3) students of school leaving age in 2016 and all three students were successful in obtaining their HSC by satisfactorily completing the required number of units of work.

### ROSA

The following few paragraphs are taken directly from a Media release from the Minister of Education, Mr Adrian Piccoli, in February, 2012.

"The introduction of the RoSA represents the most significant change to secondary schooling in over a decade and will replace a credential first introduced in 1965."

Fully implemented the RoSA will:

- Be a record of the full range of student achievements right up to the day they do their HSC or leave school
- Provide an electronic record of achievements that students can use at any time
- Use assessment by teachers in schools, moderated by the Board of Studies NSW to ensure reliability and fairness of grades
- Provide the capacity to record vocational courses and students' vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh awards
- Offer on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year from next year.

"Much has changed since 1965, and students want up to date information on their school achievements at the

point that they need it.”

“The RoSA will be available electronically and as a verifiable hard copy on demand with the most up-to-date information on a student’s achievements, across all subjects and a range of extra-curricular activities. “

“The Board of Studies NSW has consulted widely with the teaching and broader community to ensure the RoSA balances the need to encourage students to stay at school for their HSC, while still offering a meaningful credential to those who choose to leave earlier.”

Mr Piccoli said the formal RoSA credential would be awarded to eligible students who choose to leave school prior to receiving their HSC, while still allowing students to view and download a transcript of their achievements when applying for jobs or further education or training.

Life Skills courses recognise that post-compulsory years of schooling should cater for all students who choose to participate.

The Board of Studies NSW has developed Life Skills courses in each broad area of learning that can be used to satisfy the mandatory curriculum requirements for the award of the RoSA.

- If students undertake one or more courses based on Life Skills outcomes and content they will receive a Profile of Student Achievement which will outline the Life Skills outcomes they have achieved in each course.
- From 2012, the Profile of Student Achievement will be printed and issued by the Board of Studies to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via Students Online.
- Life Skills outcomes will be shown on the profile as:

\*Achieved – for outcomes the student has achieved independently

\*Achieved with support – for outcomes that have been achieved with additional support.

For up-to-date information on the RoSA, visit

<http://www.boardofstudies.nsw.edu.au/rosa>.

There were six (6) students enrolled at Lakeside to receive the RoSA in 2016 and each student met the necessary requirements to receive a RoSA Certificate from the Department of Education and Communities.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents and carers about the school and the direction its planning is taking in three year cycles . Responses

are presented below.

In 2016 parents / carers were surveyed in five areas which were linked to our three year Strategic Plan. These areas were:

- IEP/ITP ( Individual Educational / Transition Plans ) Process
- In the Zone for Learning
- Transition
- National Disability Insurance Scheme (NDIS)
- General

Of the responses received to the IEP / ITP process 89% did feel that the half yearly meeting offered to parents / carers has helped provide better feedback for the half yearly reporting process. Some commented that they liked the flexibility of having a phone interview or face to face interview as home commitments make it difficult to come to school for a meeting.

78% felt that ‘In the Zone for Learning’ therapy based programs were beneficial even though they didn’t know particular details. Positive comments included: “ Everything is going so very well. You must be doing many things right !!” and “ I am extremely happy with activities at school e.g. Sensory Room”.

45% agreed a stronger transition program for students exiting Lakeside was worthwhile, whilst 23% didn’t know.

NDIS responses were also mixed as to whether parents felt they had enough knowledge on how to access NDIS without school support. 66% felt they were able whilst 23% didn’t know and 11% didn’t respond at all.

When asked if they would like help with the process 45% agreed , 45% didn’t know and 10% disagreed.

Parents who sought assistance were wanting to be advised by the school as to which ‘therapy/ tools/ supports’ that would help their child. Some hoped that school would update them of “ new changes and information and passing it on to parents would be beneficial”

General comments by parents / carers were very positive about happiness with their child attending Lakeside school. 89% agreed.

‘We feel extremely grateful and lucky to have found the perfect environment ‘

‘We have only praise for the school, staff and volunteers.’

‘Communication book is very valuable. ‘

‘Lakeside and its staff have changed’ (our child’s attitude to coming to school) ‘ we cannot express our gratitude enough.’

' Extremely happy with school.....he is happy, safe and enjoys each day. Programs offered are applicable and appropriate.... Keep up the "great" work.'

' Our son looks forward to school everyday and we get excellent feedback from their teachers and support staff.'

All comments are summed up by 'Couldn't be happier!! THANK YOU!!!!'

## Policy requirements

### Aboriginal education

Lakeside has continually demonstrated a dedication to acknowledging and incorporating Aboriginal perspectives across all key learning areas. Lakeside has shown this dedication on a whole school, classroom and individual basis. Staff completed Professional Learning in 2016 to further deepen our knowledge of local Aboriginal culture and sites. Michael Donovan from Newcastle University took the staff on a tour of Newcastle and Lake Macquarie and shared relevant stories for us to help engage Lakeside students.

In the classroom, all teachers provide an inclusive program so students have opportunities to develop an awareness of all aspects of local Aboriginal culture. Students were involved in Reconciliation week activities at school. Family, friends and carers were invited to our NAIDOC celebrations at Lakeside where guests enjoyed performances from the Dhirabu Yulungas (deadly dancers) from Cardiff High School. They entertained us with their Indigenous performance depicting native animals in their representative dancing.

A staff member, Lynda Miller was provided with ARCO training and oversaw the NAIDOC day celebrations and other programs throughout the school. She regularly attended AECG meetings and continued our positive relationships with the local community.

### Multicultural and anti-racism education

Lakeside School promotes the values of acceptance and equity of Multicultural Australia.

Our Human Society and its Environment (HSIE) curriculum and Creative Arts program offer many opportunities to explore these values. The curriculum provides many rich learning opportunities for students to engage in investigations of language, arts, customs and celebrations of other cultures.

Our school is a setting where individual student differences are respected and valued. All staff endeavour to ensure students receive an education catering to their individual cultural and learning needs. Cultural events and programs such as Harmony Day

organised by Lynda Miller, have been celebrated at our school. Students created an art installation in our front garden with welcoming hands.

## Other school programs

### Arts

Last year our curriculum theme was 'Our Changing World' so Lakeside students immersed themselves in art and craft that reflected the topic. Corners and windows of classrooms had mobiles, collages, murals and individual artworks displayed. Some classes went to the Lake Macquarie Gallery. Lynda worked in all classes to make a scarecrow which was proudly displayed at Bunnings and then won first prize! Our students thoroughly enjoyed creating a sculpture out of newspaper and other "reused and recycled" items.

We were part of the final I.O.T.A.S Concert held at Newcastle Panthers Club where our students had some audience members in tears of joy as they watched Lakeside do their Eagle Rock Performance. Students painted their own eagle costumes which were very effective on stage. Senior students enjoyed attending the Discos held at Merewether High too. Dhirabu Yulungas ( deadly dancers ) from Cardiff High School entertained us with their indigenous performance depicting our native animals in their representative dancing. The juniors saw a performance at the Civic Theatre and the whole school were pleased to see Super Hubert engage with them at an assembly. Hunter Sports High School Band once again were a highlight of our end of year Presentation Day where toes could tap and familiar songs were sung.

### Fundraising

2016 was the culmination of two long processes to enable Lakeside to have a Sensory Room and a new wheelchair accessible bus. To keep our two buses on the road requires ongoing fundraising efforts. We are grateful to Belmont 16s who allowed us to have four raffle nights which P&C and staff members manned. \$1170 was raised towards the running costs of our buses.

Another welcome revenue raiser is our donation boxes which are placed in various businesses in the area. \$1488.55 was collected. We appreciate the continued support of the following businesses : Whitebridge Butchery, G&V Produce, Bob's Bakery Kahibah, Kahibah Mini Mart, Baker's Delight Mt Hutton, Sea change Coffee House Jewells, Harrigan's at Pokolbin, Tuk Tuk Pokolbin, Papa's Bagel Bar in Newcastle, Valentine Bowling Club, Windale Gateshead Bowling Club and Gwandalan Quality Meats. Money collected from these boxes helps cover the \$1000 a month running costs needed for our buses. The buses enable our students to engage in a wide range of community based programs which would otherwise be unavailable. The Department does not allocated funds for buses. We rely on community support.



## **Rock and Water Program**

The Rock and Water initiative is a program based around providing students with the tools to manage and reflect upon their behaviour while providing a framework of activities, techniques and philosophies that resolve conflict and confrontation in a positive manner. The Rock and Water program was used in Class 7 in 2016 with students partaking in activities that aimed to improve self-esteem, promote physical activity and to regulate anxiety and aggression, especially in cases of behaviour escalation.

The program proved to be successful in helping identified senior students to avoid conflict and to communicate clearly about how they were feeling in times of stress or anger. The program was complimented by the mindfulness and social skills training that was occurring on a weekly basis in library lessons with Miss Cynthia.

## **Senior and Junior Sport**

Physical activity and fitness enhances student's mental and social development. We therefore offer all our students at Lakeside School the opportunity to participate in a range of physical activities. Physical education and sport are timetabled and are part of every students learning from K – Year 12.

The Sporting Schools programs proved successful. Gymnastics and Ten Pin bowling was demonstrative of an improvement in student's motor skills and confidence.

The Sailability program attached to Belmont 16ft sailing program continues to generate interest in our students. Community volunteers make this a safe and memorable occasion for those students who have difficulty accessing other more physical sports.

Riding For The Disabled continues to be a valued and productive program for our students. Students often continue from the previous year to allow for the development of independent riding skills.

Students have also been keen participants in additional activities such as walking, swimming, fishing and trampolining. Consideration is given to matching the child to the appropriate activity for maximum enjoyment and participation. Class programs also include a range of Physical Development activities.

Whole school programs involved students attending the annual Hunter River Community School Athletics Carnival, the IOTAS Athletics Carnival and Tomaree Aquatic Centre.

## **Library**

The Library program provides students with opportunities to engage with books and stories through weekly lessons and borrowing. Lessons are interactive and incorporate sensory strategies to facilitate student engagement in learning. The Information Skills Process and Information Communications Technologies are integrated into the program to support literacy

outcomes in the classroom.

## **Transition**

2016 saw an expansion of Transition Programs at Lakeside School. From Term Two, Year 11 and 12 students and their parents/carers were given the opportunity to visit a large number of the local Service Providers. Those visited were; Life Without Barriers, two Castle Personnel facilities, New Lake Peer Support, Connectability, Response, Endeavour Group, Lifestyle Solutions and House With No Steps. Having these services agree to us visiting them gave the parent/carers the chance to see first-hand what each service had to offer. It also gave the Service Providers the chance to briefly acquaint themselves with prospective clientele that may be seeking placement with them in the next 24–48 months. While three students were eligible for transition support assistance from the school, only one of the parents accessed this support to make the transition as effective as possible.

One student had already successfully found work experience with Access Industries and it seems he will be offered paid employment commencing in 2017.

The objective remained to ensure the parent and student made the optimum choice for their post-school placement.

Tom Davison, Itinerant Support Teacher Transition, contributed once again to the extension of the pathway created last year. With the parents and carers involved, Tom was present at their Individual Transition Plan meeting at the beginning of the year and made himself available at all times for discussion and subsequent analysis of choices.

The school was fortunate to establish a solid working relationship with Access Industries. The placement of our student at Access Industries was not all smooth sailing. We found that Lisa Thompson constantly had the student's best interest at heart and kept up open dialogue through the placement period.

We will endeavour to grow and expand the list of Service Providers in 2017 to provide our parents/carers with the best possible chance to find a placement or multiple placements that best serve the individual needs of each of our school leavers.

## **Sensory Room and In the Zone for Learning!**

The staff at Lakeside School have dedicated themselves to deepening their knowledge around sensory processing and the impact and student learning. Staff have undertaken Professional Learning throughout the year including using the 'In the Zone' Profiling tool and a practical information session from Occupational Therapist Anna Behnke. We have analysed the classroom and playground environments and resourced these areas according to individual student needs. The development of our sensory room in March 2016 has enabled many strategies and programs to be implemented. The feedback has been extremely positive and we are looking forward to supporting our students in this space.



We would not have been able to complete this project without the support from our local community. Individuals and businesses have all contributed significantly to our cause. We are enormously grateful to the following people/organisations:

The following people have supported the project with generous donations; Wade Spink – Extra Spark Electrical <http://www.extraspark.com.au/> Grant and Vanessa Minett – Kindly donated and installed three air conditioning units, Warners Bay Lions Club, Toronto Lioness Club, Bunnings Belmont and Anna Behnke –Occupational Therapist <http://www.thesensoryclinic.com/>