

Lakemba Public School

Annual Report



2017



2360

Introduction

The Annual Report for **2017** is provided to the community of **Lakemba Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jann Price

Principal

School contact details

Lakemba Public School

Alice St

Lakemba, 2195

www.lakemba-p.schools.nsw.edu.au

lakemba-p.School@det.nsw.edu.au

9759 8079

Message from the Principal

2017 was the final year of Lakemba Public School's three year School Plan that was developed with the community in 2014. While continuing our concentration on Literacy and Numeracy over the last three years we have had a strong focus on our students' social and emotional wellbeing because we know and believe that, in the words of James Comer, a renowned child psychologist, *No significant learning takes place without a significant relationship*.

Three key elements underpin the success of Lakemba Public School – our dedicated and talented teaching and non teaching staff, our enthusiastic and engaged students and our supportive parent community. In partnership they work to ensure that the students are at the heart of what we do and who we are. With 98% of our students speaking a language other than English as their home language, Lakemba is a true reflection of multiculturalism in Australia.

Throughout the year staff have worked tirelessly to support students to achieve improved outcomes. As a means of ensuring that we are preparing our students for life outside the classroom staff have collaborated with their colleagues both internally and externally to ensure that their teaching and learning programs are as engaging and authentic as possible.

Our students and ensuring that they are receiving the best learning is always prioritised in our planning. During 2017 our Stage 2 and 3 teachers worked with an academic mentor from the University of Technology Sydney on a Science, Technology, Engineering, Art and Mathematics (STEAM) project to develop their understanding and ability to integrate these areas into general classroom practice. Our teachers and their students thoroughly enjoyed the authentic learning opportunities these experiences presented. Staff have taken the lessons learned forward into their planning of future teaching and learning programs.

During 2017 our students have had many opportunities to learn and showcase their learning to their fellow students and the wider community. Those opportunities have included the Haldon Street Festival, International Day, Lakemba's White Ribbon March, gala days and, for the first time, the Combined Public Schools Music Festival. Lakemba Public School is very proud of the opportunities we offer in the way of extra curricula activities for our students.

I wish to publicly thank everyone in our learning community for their dedication, hard work and commitment to making Lakemba Public School a fabulous place to learn and grow.

Message from the school community

The Parents of Citizens Association (P&C) is an organisation of the school community open to parents, carers, school staff and community members. It promotes community interest in education and school issues and supports closer communication and cooperation between parents and carers, the school and the wider community.

The association has been extremely active in 2017 meeting regularly throughout the school year to provide support and assistance with a broad range of school and student related matters. With the guidance and support of Mrs Price, the Principal, the association was well informed about the things happening in the school and provided with opportunities to ask questions and put forward our suggestions and ideas about what was happening in our school. Our contributions and ideas were considered and we were part of the process of planning the Strategic Directions for the next three years.

In 2017, many initiatives were taken to improve communication between parents and teachers. The P &C welcomed the new parents with a small token and morning tea at the start of the year. This provided an opportunity to know and befriend the new parents giving them a comfortable induction into the Lakemba family.

It has been a very rewarding year and we are thankful to have had the opportunity to contribute in our respective rolls of the P&C committee at Lakemba Public School. It has been a privilege to volunteer alongside parents and carers, school staff and members of the community whose interest is to provide the best possible learning environment for our children.

We made great progress in strengthening our partnership in the school. This was achieved through productive collaboration and effective exchange of information in the form of verbal and written reports at monthly meetings.

Through the efforts of dedicated parents, carers, school staff and the Principal, the P&C ran many successful events. This included a fabulous community Eid morning tea, a fruitful cake stall to celebrate Book Week and a guessing competition full of prizes for the kids.

Lakemba Public School has always been supportive of its parents and carers. We look forward to continuing our involvement with the school and community during 2018.

The 2017 P&C Committee

Message from the students

The 2017 school year has been another amazing year of learning at Lakemba Public School. There have been many exciting events and activities held throughout the year leaving us all with unforgettable memories that we will cherish for a lifetime.

At our school, students are provided with the opportunity to participate in a range of extra-curricular activities allowing us to make a significant contribution to the school and local community. Examples of programs and activities that were offered at our school this year include Choir, Dance, Debating, Public Speaking, Art group as well as the Kids 4 the Planet Competition.

As members of the Student Leadership team, we have been able to develop our confidence and leadership skills. We have definitely enjoyed our roles and responsibilities as leaders this year. Some of these have included leading the SRC meetings, representing our school at outside functions, acting as role models for other students as well as preparing and hosting special assemblies.

One of the highlights for the 2017 Senior Student Leaders was collaborating with the student leaders from other local primary schools and high schools. At the beginning of the year we attended a Leadership Conference Day with the Stage 3 House Captains and Vice Captains. We had the wonderful opportunity to collaborate with students from Belmore South Public School and McCallums Hill Public School. Together, we brainstormed, planned and organised the activities for Harmony Week in Term 1. This assisted us in developing our collaboration and communication skills. We also made new friends from other schools as we worked in groups to plan an event for our schools.

Furthermore, the Student Leaders have worked alongside Stage 2 students and SRC members to acknowledge and celebrate special events throughout the school year such as Harmony Day, ANZAC Day, Easter and National Sorry Day. It has been an honour representing our fabulous school. We would also like to thank the teachers for ensuring our learning is on track and for teaching us the importance of being positive, resilient and mindful. We are grateful for all the opportunities that have been presented to us and wish everyone all the best in 2018.

The 2017 Senior Student Leaders

School background

School vision statement

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

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

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

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

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

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

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

School context

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

Lakemba Public School continued its strong focus on Learning Culture and Wellbeing In the domain of Learning during 2017. Surveys conducted with the whole community about their understanding of our school values of respect, responsibility and cooperation enabled us to develop an agreed statement of meaning for each of them. The MindUP and the Bounce Back programs were further embedded in our teaching and learning programs and the development of a common language as a result of this continued.

Time was dedicated to key student transition points. Staff were provided with time to liaise across grades and Stages to ensure that every child's story in regard to wellbeing and academic progress and needs were shared with their new teacher. Students entering Kindergarten (Early Stage 1) received special focus through the school's five week Leapfrog program in Term 4, 2016, for all students. Lakemba was again successful in applying for funding to implement the specific Beginning School Well (BSW) program for Rohingya refugees who were enrolling in Kindergarten in 2018. The wellbeing of students transitioning to High School was addressed through the organisation of days in which Year 6 students from four local primary schools were involved in structured activities that allowed them to develop connections with other students attending the same High School in 2018. Activities on the days were facilitated by students from the High Schools involved.

Lakemba's system of reporting to parents was reviewed and updated. Reporting guidelines were formalised across the school and reviewed following the Semester 1 reporting cycle. Staff, student and parent surveys have provided areas for further review.

During 2017 student attendance processes and procedures were reviewed to ensure that the school was in regular contact with the parents of students whose level of attendance fell below 80%. Parents were interviewed to discuss and support them to improve their child's rate of attendance and support quality student outcomes.

Teaching

In the domain of teaching in 2017, Excellence in Practice, Lakemba's second Strategic Direction, was addressed. The development of teaching and learning programs based on evidence of student needs gained through the collection, interpretation, analysis and use of data was a focus. All staff nominated the use of data as a Stage goal in their Performance and Development Plans. The school supported this by allocating regular time for teachers to spend time individually and as teams to explore student data and develop teaching and learning programs accordingly. The creation of a whole school visual representation of student data in writing, reading texts and comprehension was achieved. Team Leaders were responsible for the development of their team's understanding of the power and use of data. Staff discussion and collaboration has been invaluable in developing everyone's knowledge and expertise.

When developing their Performance and Development Plans staff are required and supported to align their goals with Australian Institute for Teaching and School Leadership's (AITSL) Australian Professional Standards for Teachers, the School Excellence Framework (SEF) and the School Plan. The organisation of professional learning is also aligned to these priorities. When surveyed in 2016, the staff indicated that they were in favour of continuing the school's organisation of Performance and Development Plan teams in 2017.

Leading

Staff learning was also enhanced through the implementation of differentiated professional learning workshops across four local primary schools and two high schools. The workshops were presented by staff who volunteered to share their expertise, passions and skills and celebrate their successes.

As a strategy to improve student outcomes all students were supported and guided to work with students to set and review individual learning goals. This took place in a variety of learning areas throughout the year.

During 2017 Stage 2 and 3 teachers and students were involved in a Science, Technology, Engineering, Art and Mathematics (STEAM) research project with an academic mentor from Sydney's University of Technology. Students were fully engaged in the integrated and authentic learning experiences that were designed and implemented by their teachers. The insight and strategies teachers gained through the project have been evident in their subsequent planning

and lesson delivery.

Lakemba Public School's Quality Teaching Successful Students (QTSS) entitlement was used to support the leadership development of all staff. The allocation was used not only for recognised Team Leaders to support their teams in working towards our school vision and priorities, but also to allow staff to share their skills and expertise with their colleagues across the school. Through the schools Performance and Development Plan process staff were able to pursue their goals in the time provided by the QTSS allocation. Outside agencies have continued to play an integral role in Lakemba's community.

The school has continued to seek, build and renew relationships with groups such as Learning Links and Communicate Speech. Speech and occupational therapy sessions are held every week. Staff members have undertaken the White Ribbon training with a view to Lakemba being a registered White Ribbon School in 2018.

During 2017 Lakemba's leadership team worked closely with other local primary schools to develop and their leadership skills, share expertise and experiences and develop curriculum links. Lakemba Public School is well resourced. Each Stage in the school is equipped with enough netbooks and iPads to ensure that the integration of technology into daily classroom practice is easily facilitated. During the year our guided reading resources for Stage 1 and 2 were updated and expanded.

The School as a Community Centre (SaCC) has continued to work with the wider Lakemba community. It offers a number of playgroups for children not yet at school as well as focused parenting workshops for our diverse cultural community. The SaCC facilitator was successful in gaining a grant to run the Paint Canterbury REaD project which encourages the whole community to read, talk, sing, rhyme and draw with children from birth so that they will be ready for reading and writing at school. The centre has also supported our growing Rohingya refugee community.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Culture of Learning

Purpose

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

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

Overall summary of progress

Lakemba Learners – During 2017 the staff undertook professional learning and engaged in detailed discussion about the qualities learners need to be successful in the future. Students and the community were surveyed. Their ideas were combined with the International Baccalaureate Learner Quality framework. This learning is continuing. Professional learning also involved the discussion, research and sharing of effective teaching strategies that the staff use as part of their teaching and learning repertoire to ensure that their improved student outcomes. Staff have begun to align learner qualities with teaching strategies in preparation for a focus on future focused pedagogy. Learning and discussion will continue over the next School Plan. Staff discussions and surveys at the end of 2016 indicated that the system that the school had in place for Performance and Development was working well and that it should continue. During 2017 the staff worked in teams in relation to their individual PDP goals.

I Can Do It(Growth Mindset) – During 2017 staff continued to highlight growth mindset messages and the importance of acknowledging failure as a means of learning as well as the power of the positive self talk and 'YET'. The messages are embedded in classroom programs and teacher pedagogy. They are emphasised at the beginning of every year in the K–6 program that is implemented during the first few weeks of the term while enrolment numbers settle and class groups are formed. The Bounce Back program continued to be implemented in classrooms, resilience, self reflection and goal setting were targeted areas of learning and discussion.

SOLE – During 2017 the Self Organised Learning Environments pedagogy was extended to include all Stage 2 and 3 classrooms. Previously trained and teachers experienced in the program mentored, demonstrated and worked side by side with their colleagues to embed the student directed learning into classrooms..

Community Engagement – Lakemba Public School's 2015 – 2017 School Plan had a particular focus on parent engagement. The school recognises and celebrates parents as being their child's first teacher. We applaud our community's efforts to ensure that their children receive the best education possible to ensure that they are able to take their place in the world they will be working in in the future. The school and community work in partnership to prepare our students to take their place in a world that is constantly changing around them. In March 2017 an incorporated Parents and Citizens Association (P&C) was formed and a committee was elected. During the year the group organised community events including a morning tea to celebrate Eld. They also held fund raising events including a cake stall and guessing competitions. To assist in keeping the community up to date with school events and information the school subscribed to a school specific app that is available to parents and staff. More than two hundred people had subscribed to the app by the end of the 2017. A development application for the installation of a digital school sign is currently being considered by Canterbury Bankstown Council.

Lakemba's onsite School as A Community Centre (SaCC) has continued to be an integral part of the school and wider community. The centre works with children from zero to eight years of age. The programs that are organised and run through the centre involve local outside agencies and focus on early literacy, parenting, transition to school, adult learning and health and nutrition. For the second year running the school was successful in attracting Beginning School Well funding to support the transition of Rohingya children to school in 2017. The program involved the training of facilitators – two teachers and two language appropriate bilingual School Learning and Support Officers (SLSO) – to conduct of five playgroup sessions and SLSO support when the children began school in 2018.

Future Focused Classrooms – During Term 3 this year our Stage 2 and 3 teachers participated in a High Possibility Classroom research project with an academic partner from the University of Technology, Sydney. The project was conducted in partnership with two local primary schools from within our PLAY_COS Community of Schools. It involved staff refining and developing units of work that involved Science, Technology, Engineering, Art and Mathematics (STEM or STEAM). Stage 2 focused on products and services involving our school gardens. They designed and built farmbots to assist them in their work while Stage 3 focused on the Solar System. Both projects were made more authentic through the involvement of outside groups – a large international company who produce farmbots and a scientist from the University of Sydney.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>An increasing percentage of students are able to name, reflect and discuss their ability as a learner based on the negotiated school understanding of the qualities of a learner.</p> <p>Increased student, staff and parent/carer knowledge and understanding of the qualities of a learner.</p> <p>Development of program to deliver and embed growth mindset concepts into school culture.</p> <p>Implementation of SOLE strategies in classrooms of teachers who have undertaken professional learning in SOLE.</p> <p>Teachers trained in SOLE continue to develop their use of the strategy in their future classes& mentor others.</p> <p>Increased numbers of parents engaged in school activities e.g. parent meetings (general and topic specific), helping in classrooms, attending parent teacher interviews.</p>	<p>QTSS allocation used for PDP process.</p> <p>Skoolbag App \$600</p> <p>Digital Sign Development Application \$1500</p> <p>Beginning School Well Funding \$7 000</p> <p>High Possibility Classrooms initiative \$10 000 – RAM Funding</p>	<p>Professional Learning and discussion focused on learner qualities. Initial investigation into teaching strategies and alignment with learner qualities.</p> <p>Staff discussion, research, sharing of effective teaching strategies.</p> <p>Continued implementation of school developed process of PDPs. Initial discussions with nonteaching staff in regard to PDPs.</p> <p>All Stages focused on integrating History and Geography outcomes into teaching and learning programs.</p> <p>Continued focus on growth mindset messages and the importance of acknowledging failure as a means of learning and the power of 'YET'.</p> <p>All Stage 2 and 3 classroom teachers mentored to implement self organised learning environment into their classroom.</p> <p>Continued collection of data in relation to parent and carer attendance at events. Weekly parent forums organised. An average of ten parents attended each session.</p> <p>An average of 85% of parents attended parent teacher interviews in Semester 1 and Semester 2.</p> <p>Subscription to a school specific mobile phone app.</p> <p>Digital sign Development Application lodged with Canterbury Bankstown Council.</p> <p>Continued collaboration with SaCC ensured school and community needs were recognised and addressed.</p> <p>Beginning School Well Funding used to provide transition to school for 12 Rohingya children and their families.</p> <p>Stage 2 and 3 teachers participate in a High Possibility Classroom initiative with a University of Technology Sydney mentor and PLAY_COS TeachMeet.</p>

Next Steps

- Continued development of whole community knowledge and understanding of the qualities students will need to be successful in the future.
- Focused professional learning and discussion of teaching strategies, their effect on student outcomes and their alignment with the qualities of a learner.
- Research into and development of pedagogies that focus on developing student qualities necessary for success in the future e.g. STEM, STEAM, Project Based Learning.
- Focus on expanding opportunities for the community to be involved in school initiatives and events.

Strategic Direction 2

Excellence in Practice

Purpose

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

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

Overall summary of progress

Culture of Data – The focus on evidence based teaching and learning programs to improve student outcomes was supported through the timetabling of regular time for teachers to spend time individually and in teams to explore student data. Team Leaders guided and coordinated their team's collection, interpretation, analysis and use of data to develop differentiated classroom programs. Consistent teacher judgement developed. All staff collaborated and used PLAN to track student progress in Literacy and Numeracy. A dynamic whole school visual representation of student progress in reading texts, writing and understanding texts was developed.

Curriculum – Staff familiarisation with and implementation of the NSW History and Geography Syllabus for the Australian Curriculum was evidenced in teaching and learning programs that integrated them into authentic student learning.

Numeracy – Staff continued to implement Targetting Early Numeracy (TEN) and Taking Off with Numeracy (TOWN) pedagogy in classrooms.

Reading Project and Reading Fluency – Lakemba was successful in their application to be included in the Reading Project. The project involves a tutor and preservice teachers from the University of Sydney who work with individual students twice a week during Term 3. All newly appointed Stage 2 and 3 staff undertook external and internal professional learning in Reading Project strategies and implemented them in their classrooms and Literacy withdrawal groups. All Stage 2 and 3 students were involved in a school developed ten week reading fluency program during the year.

Goal Setting – All students were involved were assisted to develop and set individual learning goals. Students were supported by their teachers who undertook targeted professional learning and discussion in their Stage teams. Teacher feedback and student reflection was paramount in developing authentic and appropriate goals. Each Stage decided on the Key Learning Area (KLA) in which the goals were set. Goals were reviewed and updated regularly.

EAL/D – The EAL/D team continued to develop their skills in using the EALD Learning Progression as they catered for newly arrived students as well as all students in all phases of acquiring English as a second language. They undertook learning in specific strategies to support the growing number of refugee students at Lakemba Public School. As part of the EAL/D's team Professional Development Plan they researched and collaborated to design a new EAL/D student report format.

Refugee Students – A temporary teacher was employed one day a week (0.2 FTE) to specifically support Refugee students. in small groups as well as in the classroom.

New Arrivals Funding (NAP) –The school was successful in its application for funding to support students who had been in Australia for less than a year. A temporary teacher was employed one day a week (0.2 FTE) from the beginning of Term 4 and will continue to the end of Term 3, 2018.

PDP and SEF – Throughout 2017 all staff made a point of using and referring to the School Plan, School Excellence Framework and Australian Institute for Teaching and School Leadership's (AITSL) Australian Professional Standards for Teachers as the framework for programming, planning and Performance and Development Plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN, L3, PLAN, TORCH, TEN, TOWN and South Australian Spelling data reflect student growth.	Professional Learning Funds Language, Literacy and	Timetabling of regular individual and team time to explore student data. All Stages used PLAN data to plot their students'

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Data walls developed and regularly modified to reflect to student learning.</p> <p>TEN(Stage 1) and TOWN (Stage 2 & 3) professional learning and classroom implementation. Improved outcomes for the majority of students – whole class and targeted students.</p> <p>Reading outcomes for targeted students demonstrate growth.</p> <p>Reading Fluency data demonstrates growth.</p>	<p>Learning (L3) training – Literacy and Numeracy Funding</p> <p>Temporary teacher to work with refugee students one day per week (0.2 FTE) – Refugee Funding</p> <p>EAL/D – Opening the School Gate – Professional Learning Funding</p> <p>PDP Process – QTSS Funding</p>	<p>progress in Writing, Reading Texts and Comprehension on a visual representation (Data Wall).</p> <p>Early Stage One and Stage 1 staff who had not been trained in Language, Literacy and Learning (L3) undertook their first year of a two year training program.</p> <p>Stage 2 and 3 staff not previously trained in Reading Project strategies undertook a two day training program.</p> <p>Fifteen students identified for inclusion in the Reading Project measured an average improvement of 65% in PM Reading Levels.</p> <p>EAL/D team:</p> <ul style="list-style-type: none"> – temporary teacher employed one day per week (0.2 FTE) to work specifically with refugee students. – attended a ‘Opening the School Gate’ forum. – reviewed, researched and designed a new EAL/D report to parents. – attended all network meetings. – supported by the Network Refugee Leader to develop school specific enrolment procedures and tracking. <p>100% of staff including regular casual teachers negotiated, developed and completed a PDP.</p> <p>Team Leaders mentored and supported staff during Quality Teaching successful Students (QTSS) time.</p> <p>Targeted focus on the links between the School Plan, Performance and Development Plans (PDP) and the School Excellence Framework (SEF).</p>

Next Steps

Data – Continued timetabling of specific data time for teachers to collect and consider data both individually and in teams.

Learning Progressions and PLAN 2 – Student progress in Literacy and Numeracy will continue to be tracked using ACARA’s Learning Progressions and PLAN 2. The Progressions will replace the use of the Department of Education’s Literacy and Numeracy Continuums and PLAN. Professional learning for staff will support the development of their understanding and use of the Progressions.

Alignment of syllabus documents, scope and sequences, teaching programs and assessment will be a priority.

Numeracy – professional learning in specific Maths Project strategies.

Assessment and Reporting – The development of whole school assessment procedures and processes that aligns syllabus, school developed scope and sequences, teaching and learning programs and assessment tasks.

Reading Project – The continued inclusion of Reading Project strategies and reading fluency in Stage 2 and 3 teaching and learning programs.

Strategic Direction 3

Wellbeing for All

Purpose

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

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

Overall summary of progress

Lakemba Public School believes that student wellbeing relies on the wellbeing of the whole community. During 2017 the school made a conscious effort to ensure that they specifically included and addressed the community in all programs, celebrations and events. The community was involved in Harmony Day, National Day of Action Against Violence and Bullying, International Day and Mental Health Week. White Ribbon Day was a particular focus for the community. A community breakfast followed by a student organised assembly and the community participation in the Haldon Street White Ribbon march marked the day. The school has begun training to be formally endorsed as a White Ribbon School. One teacher was achieved recognition as a White Ribbon Ambassador.

The community particularly enjoyed History Week in Term 4. The school's history was highlighted in a specially prepared visual presentation, classroom activities and a mini museum. A student who began Kindergarten at Lakemba in 1930 was a special guest during the week.

Student Leadership was again a focus during 2017. Leadership training for Year 6 students was undertaken within the school and with other local schools. The school funded Cardio Pulmonary Resuscitation (CPR) training for all Stage 3 students.

During 2017 Lakemba Public school conducted surveys with the whole community to gauge their understanding of our school values of respect, responsibility and cooperation. The data gained enabled the school to develop an agreed statement of meaning for each of them. The MindUP and Bounce Back programs were further embedded in teaching and learning programs and the student yoga program introduced in five years ago continued to be delivered to all students.

Lakemba's Behaviour for Learning procedures, modified in 2016, continued to be embedded in 2017. The procedures were enhanced by the design, production and display of playground rules on all playgrounds.

Student attendance was a focus during 2017. The executive team member responsible reviewed the school's attendance procedures and processes, developed flow charts and provided training for staff and classroom posters. She monitored student attendance and formally notified families of attendance concerns. Regular liaison with the Home School Liaison Officer (HSLO) was prioritised.

The passionate, dedicated and hard working staff of Lakemba Public School have their students at the heart of everything they plan, organise and implement. Their contribution is publically recognised in the weekly diary, school newsletter, admin meetings, professional learning sessions, parent meetings and whole school assemblies. Our PLAY_COS organisation provide opportunities for staff to network and form connections with their colleagues in other schools.

A wellbeing teacher was employed two days a week. Time was dedicated to release the Learning and Support Teacher (LaST) to work with other teachers to ensure that students with additional needs were supported. This included small groups working on anxiety and social skills. It also provided release for teachers to interact individually with students and parents. Teachers who coordinated and presented parent forums were allocated time to prepare and deliver the presentations. The Wellbeing teacher also managed and coordinated the Bounce Back program throughout the school and the surveys embedded in it.

The differentiated professional learning organised through the PLAY_COS initiative provided opportunities for staff members to share their passions and skills with their colleagues as well as further develop their networks and leadership skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Shared vision and understanding of Wellbeing at Lakemba Public School.</p> <p>Revision and full implementation of Lakemba Public School's Student Wellbeing and Student Leadership Policies, Implementation and Procedures.</p> <p>Level of classroom implementation of MindUP and Bounce Back programs.</p>	<p>Wellbeing Teacher (0.4 FTE) – Flexible Wellbeing Funding</p>	<p>Temporary teacher two days per week (0.4 FTE) employed</p> <p>Wellbeing messages and explanations in school newsletters.</p> <p>A focus on community engagement in planning and programming.</p> <p>Student, staff and community survey of their understanding of and respect, responsibility and cooperation.</p> <p>Development of an agreed definition of school values.</p> <p>Recognition of R U OK? Day in the community.</p> <p>Mental Health Week activities in classrooms and in the community.</p> <p>Bounce Back and MindUP continued in all classroom programs.</p> <p>Regular Bounce Back surveys to gauge student levels of wellbeing.</p>

Next Steps

- Continued implementation of Bounce Back and MindUP, including regular surveys of students, staff and community.
- Continued focus on and recognition of wellbeing initiatives such as Mental Health Week, R U OK? Day.
- Establishment of a program that embeds the White Ribbon message of positive relationships regularly e.g. White Ribbon Wednesday one day a month.
- Training in the evidence based whole school process of Positive Behaviour for Learning Positive Behaviour for Learning.
- Alignment of Lakemba Behaviour for Learning and Positive Behaviour for Learning pedagogies and the implementation of this process in all classrooms and areas of the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Flexible Funding \$630	Lakemba Public School received no Aboriginal background loading as we had no Indigenous students enrolled. Funding was used to purchase resources. All classes began the year by sharing their class plant and animal with the new class moving into the classroom for the year.
English language proficiency	Staffing allocation 4.2 FTE Flexible Funding \$27, 729	<p>Students are supported by the EAL/D teachers (4.2 FTE) in Literacy and mathematics. Teachers develop students' oracy as well as reading and writing. EAL/D teachers support students' acquisition of English in a combination of withdrawal, whole classroom and resource development. Newly Arrived (NAP) students and refugee students are identified on arrival and supported in their transition to Lakemba Public School.</p> <p>A Speech Therapist was employed two per week for thirty weeks to work with teachers and identified students to improve students' language outcomes.</p> <p>The therapist also provided professional learning sessions for staff and worked with individual teachers to observe and advise on strategies for other students experiencing language difficulties.</p>
Low level adjustment for disability	Staffing allocation 1.0 FTE Flexible Funding \$60, 873	<p>Funding included teacher allocation to support school-based programs and interventions (1.0). The LaST continued to refine practices to improve student outcomes. SLSO, LaST and classroom teachers developed, implemented and refined individual learning plans for students with additional needs. Students in support groups were further exposed to Reading Project strategies.</p> <p>Student Learning and Support Officers (SLSO) who were regularly employed at Lakemba were involved in a year long professional learning program developed and implemented by the Learning and Support Teacher (LaST).</p>
Quality Teaching, Successful Students (QTSS)	Semester 1 – 0.374 FTE Semester 2 – 0.85FTE	A staffing allocation of was used to provide time for team leaders to mentor and support teachers to develop and grow their pedagogy. Teachers observed, demonstrated and team taught with their team leaders. The time also provided opportunities to observe and work with staff members across the school. Staff used QTSS time to develop and review PDPs and embed whole school and specific project initiatives into classrooms.
Socio-economic background	Executive Teacher 1.0 FTE Classroom Teacher 1.0 FTE Flexible Funding \$133, 612	An occupational therapist was employed one day per week for thirty weeks. The therapist observed and assessed Early Stage 1 and Stage 1 students as well as other students identified by teachers. Professional learning for staff was provided.

<p>Support for beginning teachers</p>	<p>Beginning Teacher Funding</p>	<p>During 2017 beginning teachers were supported with the provision of extra weekly Release from Face to Face (RFF) time. They were also provided with time to prepare for parent teacher interviews and time with their mentors to prepare and complete formal student reports. Where appropriate Beginning Teacher funding was used to release the teacher and a mentor to attend external professional learning.</p> <p>All beginning teachers had access to whole school professional learning. They were engaged in classroom observations, data conversations, goal setting and collaborative planning opportunities.</p> <p>Mentors were also provided with time.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Refugee Student Support Funding</p> <p>\$19, 405</p> <p>New Arrivals Funding from Term 4, 2017 – 0.2 FTE temporary teacher</p>	<p>Refugee and newly arrived students are identified and assessed for immediate support to ease their transition into school.</p> <p>Specialist teachers and SLSO focus on English language and social skills for all students.</p> <p>Refugee funding was used to employ a trained English as an Additional Language or Dialect (EAL/D) teacher one day a week to work with refugee students. The program supported the social and emotional development of these students.</p> <p>During 2017 RAM Equity Funding was used to provide experiences for refugee students. These included a train trip to the city and a cinema movie and picnic lunch day.</p> <p>An application for New Arrivals Funding attracted 0.2 FTE from the beginning of Term 4, 2017 until the end of Term 3, 2018.</p>
<p>Beginning School Well</p>	<p>\$7 000</p>	<p>A successful application to support Rohingya students, a growing group in the Lakemba community, enabled two teachers and two language specific SLSO's trained in specific transition to school strategies.</p> <p>The Beginning School Well transition to school program operated for five weeks in Term 3 prior to the formal Kindergarten transition program in Term 4. The SLSOs were employed to support these students in the regular Kindergarten transition program as well as for two hours a day during the first two weeks of students formal enrolment at Lakemba Public School.</p>
<p>Community Consultation</p>	<p>\$11 940</p> <p>This amount will be used to defray the cost of an electronic sign.</p>	<p>Community Engagement funding that was received in 2014 has been set aside to purchase a digital sign for the Alice Street entrance to the school. The school will contribute the short fall to the cost.. A Development Application (DA) was necessary. A firm was employed to prepare the DA which was submitted to Canterbury Bankstown Council in December 2017.</p>

<p>Flexible Wellbeing Funding</p>	<p>0.4 FTE</p>	<p>A teacher was employed on a temporary basis to support the wellbeing of all students. The teacher released the Learning and Support Teacher (LaST) to work with other teachers and students. The LaST worked with small groups of students who experienced anxiety or needed support with social skills. The LaST also used the time to liaise with parents and outside agencies.</p> <p>The temporary teacher also :</p> <ul style="list-style-type: none"> – released staff members so that they could prepare and deliver parent forums. – coordinated Bounce Back including surveys and data.
--	----------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	249	259	267	268
Girls	222	233	243	227

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.5	91.6	93.3	94.1
1	94.6	91	93	90.2
2	93.8	91.9	92.6	90.7
3	95.1	91.7	94.4	93
4	95.7	92.6	90.5	91.8
5	95.7	94	93	91.6
6	94.2	92.9	93.5	92.4
All Years	94.6	92.2	92.9	91.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

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

Teachers reward students with outstanding levels of attendance twice a term as part of the school's Student Wellbeing System. Parents of students whose attendance is of a concern are contacted and invited to meetings where strategies and support are discussed. These students' attendance is closely monitored through:

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

– strict adherence to HSLO procedures.

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

In 2017 an executive teacher monitored student attendance regularly. Twice a term parents received formal letters about their child's unexplained absences. Interviews were arranged and referrals were made to the HSLO. Partial attendance was addressed in the same manner. The executive teacher monitoring attendance reviewed Lakemba's procedures and processes, developed explanatory flow charts and provided professional learning for all staff.

Lakemba Public School's attendance data is impacted by the large number of students who travel overseas for lengthy periods of time. Under the Department of Education's 2015 Attendance Policy *Extended Leave – Travel arrangements*, parents are required to notify the school and complete the necessary documentation. All families are required to attend an interview with the Principal who explains that attendance at school, except in the case of sickness, is legislated. Ninety five percent of Lakemba families who travel overseas fulfill these requirements.

Class sizes

Class	Total
KR	18
KH	18
KB	18
KW	18
1_2P	24
1H	23
1E	24
1C	23
2A	24
2L	24
2K	25
3S	29
3P	26
3_4M	29
4L	29
4G	29
5_6H	32
5_6G	32
5_6Z	32
5_6R	32

Structure of classes

As a result of student enrolment numbers in 2017 Lakemba Public School was allocated a fulltime Primary Teacher Executive Release. A relieving Assistant Principal filled the role and a temporary teacher was employed in her classroom position. All teaching staff at Lakemba Public School meet the professional requirements for teaching in NSW Public Schools.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	18.01
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	4.2
School Counsellor	0.6
School Administration & Support Staff	3.96
Other Positions	1

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

During 2017 Lakemba Public Schools supported eleven classroom teachers who have achieved accreditation at Proficient level. Nine teachers spent time during the year working towards achieving accreditation at

Proficient level. One of these teachers achieved Proficiency during 2017.

All staff members participated in mandatory compliance training in Child Protection, Code of Conduct and CPR. and updated their Asthma and anaphylaxis training.

Staff Development Days (SDD) including the last two days of the year which were rescheduled as four twilight sessions, were used to develop staff understanding of the school plan and plan milestones. Teams and spent time working on the school's Strategic Directions. They were also given the opportunity to work collaboratively in PDP teams to research and develop a shared understanding of their goal. Teams shared this learning with their colleagues in Terms 3 and 4.

The highly successful differentiated teacher professional learning organised by Lakemba's PLAY Community of Schools (PLAY_COS) in 2016 was repeated. Four local primary schools and two high schools combined to offer more than twenty five professional learning workshops across two weeks. The workshops were prepared and delivered by teachers for their colleagues. The positive response to this model of professional learning indicates that it will be considered again in 2018.

Administrative staff and the Principal continued their training in the intricacies and changes in the Department of Education's Learning Management and Business Reform (LMBR). Many hours were spent in face to face and online training. During 2017 the School Administration Officers (SAO) undertook formal training as well as onsite training in the system.

To ensure that the Language Learning, Literacy (L3) program than has been implemented in Early Stage 1 and Stage 1 classrooms continued, three Early Stage 1 teachers and three Stage 1 teachers began a two year training program. The program combined ten face to face group training sessions and individual school visits.

A focus of professional learning throughout the year was the *Nature of Learning – Using Research to Inspire Practice* from the OECD's Centre for Educational Research and Innovation. Staff reflected on their pedagogy in relation to Principles of Learning outlined in the document. The International Baccalaureate Learner Quality framework also provided a reference point for reflection and discussion on learner qualities and the teaching strategies required to ensure the best outcomes for students.

All staff were involved in a twilight session on developing their classroom presence and presentation skills. This highly interactive and engaging session was facilitated by an outside company.

Throughout 2017 all Stages were involved in developing and formalising Learning Maps that provide an overview of the programs that are undertaken in each Stage of the school. During 2018 these Maps will be refined and adjusted as programs such as STEAM are incorporated into teaching and learning programs.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	993,525
Revenue	5,077,474
Appropriation	4,958,793
Sale of Goods and Services	17,512
Grants and Contributions	87,753
Gain and Loss	0
Other Revenue	0
Investment Income	13,416
Expenses	-4,797,378
Recurrent Expenses	-4,762,710
Employee Related	-4,296,480
Operating Expenses	-466,230
Capital Expenses	-34,668
Employee Related	0
Operating Expenses	-34,668
SURPLUS / DEFICIT FOR THE YEAR	280,096
Balance Carried Forward	1,273,622

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,274,706
Base Per Capita	77,941
Base Location	0
Other Base	3,196,765
Equity Total	751,029
Equity Aboriginal	630
Equity Socio economic	133,612
Equity Language	454,340
Equity Disability	162,447
Targeted Total	115,062
Other Total	394,946
Grand Total	4,535,742

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

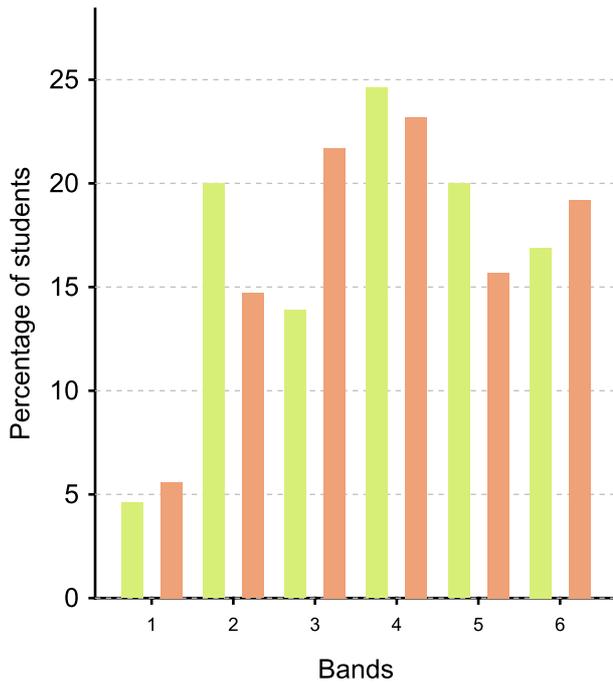
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

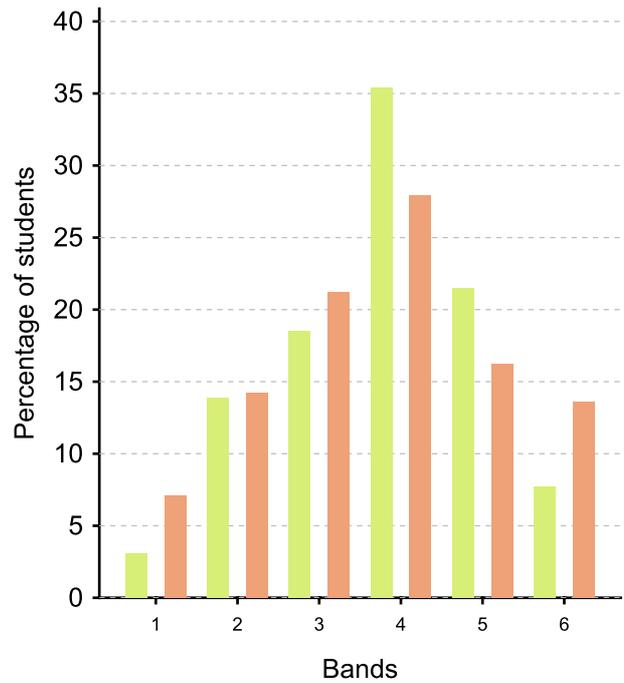
NAPLAN

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

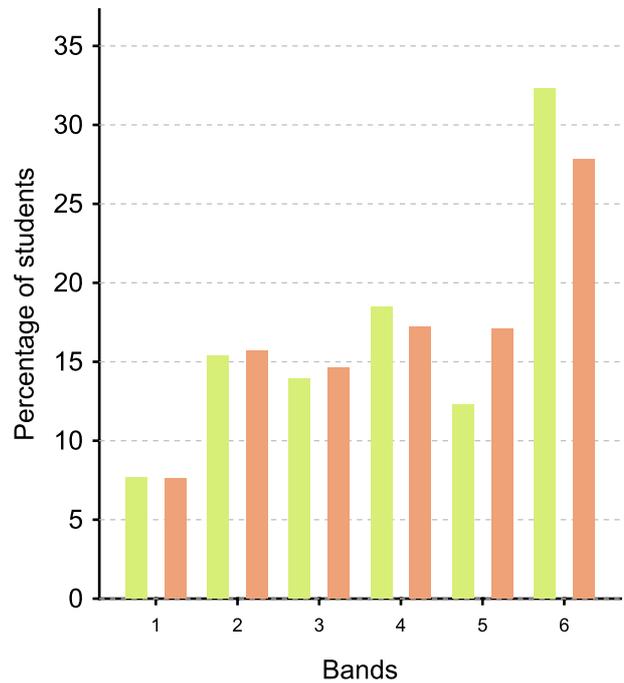
Percentage in bands:
Year 3 Grammar & Punctuation



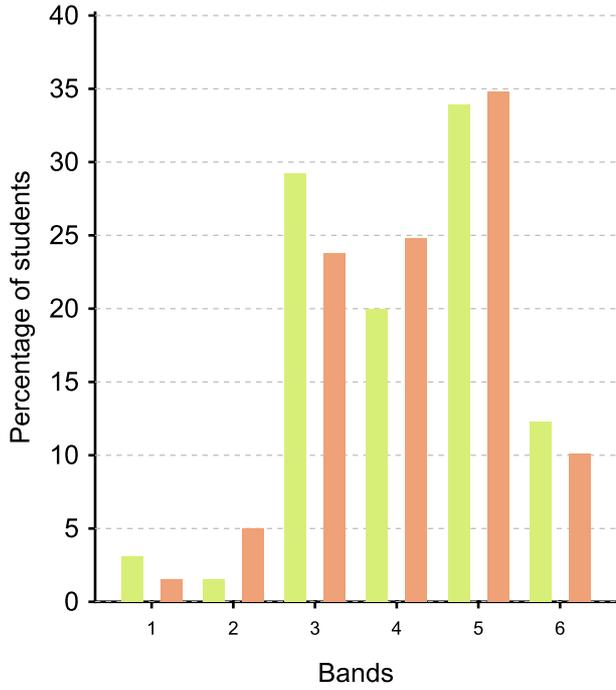
Percentage in bands:
Year 3 Reading



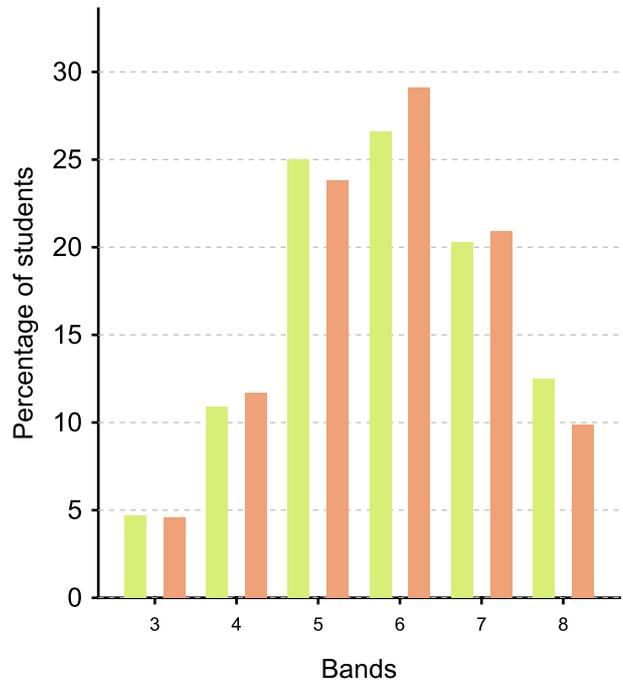
Percentage in bands:
Year 3 Spelling



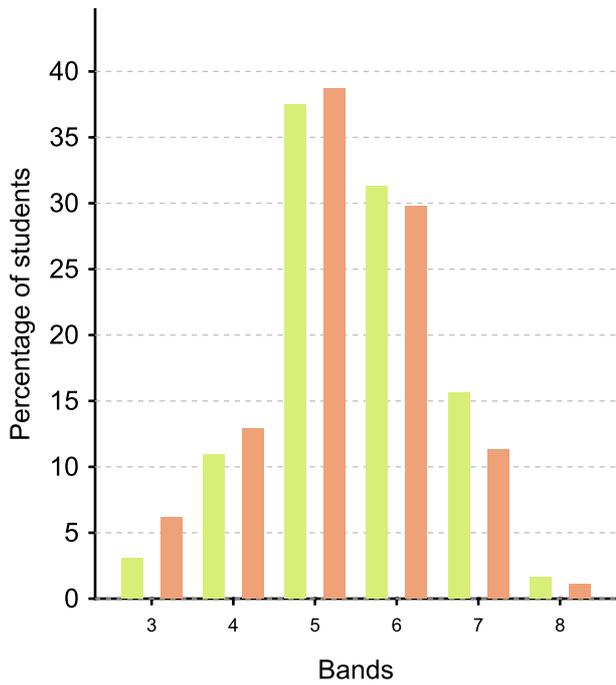
Percentage in bands:
Year 3 Writing



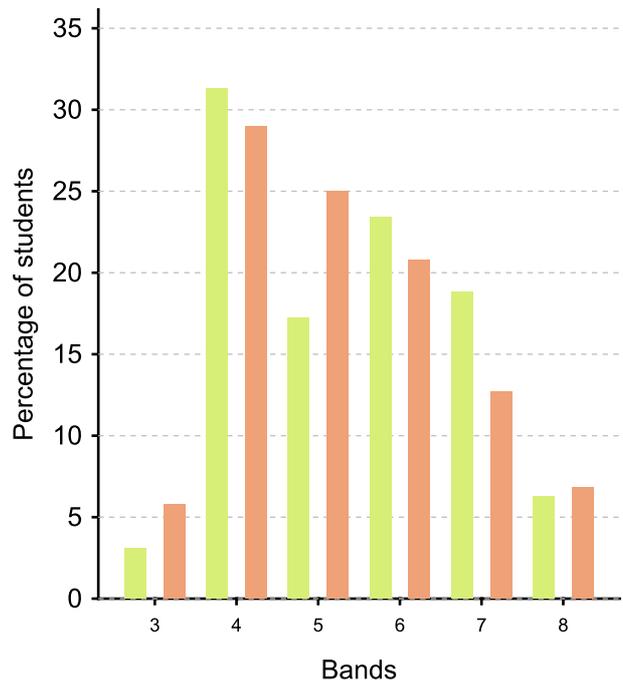
Percentage in bands:
Year 5 Spelling



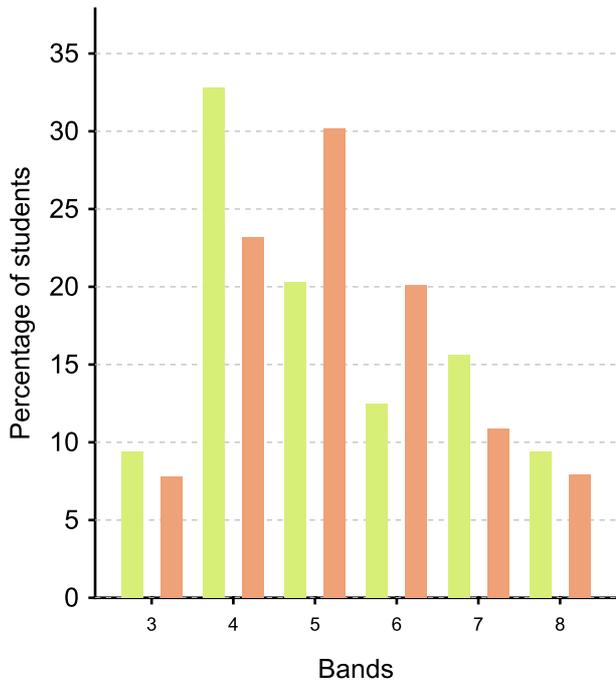
Percentage in bands:
Year 5 Writing



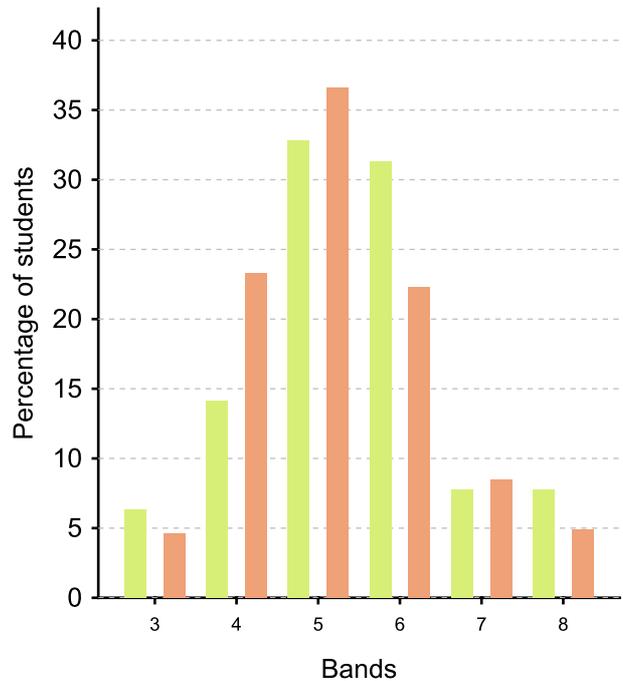
Percentage in bands:
Year 5 Reading



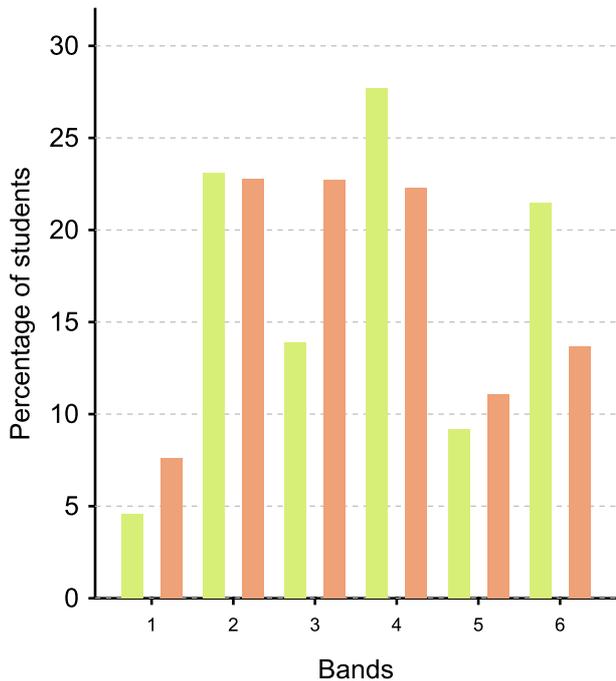
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

During 2017 parents, teachers and students in Years 4 to Year 6 inclusive completed the Tell Them From Me survey. Parents at Lakemba Public School who completed the survey have high aspirations for their children.

More than eighty per cent of parents reported that they felt welcome at the school and that they and their children felt safe at school. They also felt that the school supported learning and believe that the school supports positive behaviour. On average the community results were twelve per cent higher than the NSW Government norms.

All parents surveyed reported that the school seeks their input and opinion about school planning, development and review of school policies, teaching practices and curriculum.

In relation to communication with the school all parents reported that informal meetings were useful. Eighty nine per cent of parents reported that formal interviews were extremely useful means of learning about their child's progress – an increase of 10% from 2016. Parents continued to report that the school website and newsletter were the most useful form of communication

of school news. Interestingly 88% of parents reported that social media was a useful communication tool for school news. This was an increase of 33% from 2016.

When surveyed about the drivers of student learning – leadership, parent involvement, technology, teaching strategies, data informed practice, learning culture and collaboration – teachers at Lakemba Public School responses indicated that Lakemba was an average of eight percent above NSW Government Norms.

Student responses to the Tell Them From Me indicated that :

– 85% of students had a high sense of belonging – 4% above NSW Government norms..

– 87% of students had positive relationships – an increase of 7% from 2016

– 97 % of students valued School Outcomes – an increase of 2% from 2016.

– 93% of students report that they try hard to succeed. This is an increase of 5% from 2016.

– 92% of students report that they believe that teachers hold high expectations for their success.

The Tell Them From Me survey confirmed that the community valued the relationship they had with the school and wanted this to continue to grow.

Policy requirements

Aboriginal education

Lakemba Public School continues to be committed to ensuring that our students are well informed and educated about the history of Australia's indigenous people. Aboriginal perspectives are authentically integrated into classroom programs.

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

All classes in the school have adopted an Australian animal and plant. As classes move classrooms each year they share the information about the animal and plant with the incoming class. Each class plant is represented in the school environment. The school also contributed an artwork to the Koori Art Exhibition.

During 2017 there were no students who identified as indigenous enrolled at Lakemba.

Multicultural and anti-racism education

Ninety eight percent of students enrolled at Lakemba Public School have a language background other than English. The main language groups at the school are Urdu (24.5%), Arabic (22.5%) and Bangala (21%). The school has a growing Rohingya (5.4%) and Burmese (2.6%) enrolment. Ten percent of students enrolled in the school are refugees. Twenty percent of Lakemba's students have lived in Australia for less than one year. Another thirty four percent have lived in Australia for between one and three years.

Our EAL/D Program (English as an Additional Language or Dialect) is supported by five specifically trained EAL/D teachers. They support students in their acquisition of English through in class support and small group withdrawal. They also advise and support classroom teachers to plan and implement programs suitable for the wide variety of EAL/D students in their classes.

Following an application for Newly Arrived student support (NAP) the school was allocated an additional one day a week to support these students. This allocation is in place from the beginning of Term 4 until the end of Term 3 2018. Newly arrived students and students assessed as in the lower levels of the EAL/D progression are given priority for support. Student and family wellbeing is significantly supported as the program assists them to settle into their new environment more easily and develop the language necessary to integrate and learn.

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

Every year the school celebrates the cultural diversity of our community with specific events and activities on Harmony Day. In 2017 the student leadership team organised a Week of Harmony activities for students and families.

International Day is a highlight of the odd year calendar at Lakemba. Each class creates and shares a performance with the community. In 2017 the theme for the day was geography. The community was taken on journey to places such as Mexico, Spain, Australia and Greece. A parent of Vietnamese heritage trained a group of students who performed a spectacular flower dance. This group also performed at Belmore Boys High School Multicultural Day later in the year. Groups from Punchbowl Boys High School, Wiley Park Girls High School and Belmore Boys High School also performed at Lakemba's 2017 International Day. Following the performances the community enjoyed a multicultural feast of Arabic, Pakistani, Indian, Fijian and Asian food.

Lakemba Public School has an Arabic Community Language teacher (1.0 FTE) who spends teaches Arabic to native and non native Stage 1, Stage 2 and Stage 3 students.

A member of the Lakemba Public School staff has undertaken specific training and is the school's Anti-Racism Contact Officer (ARCO). This person is trained to investigate, support and counsel victims of racism as well as those who do not demonstrate respect to other students within our school.

Other school programs

School as Community Centre

The School as Community Centre (SaCC) is based in the school grounds and is for families with children aged from birth to eight years who live in Lakemba and surrounding suburbs. The aim is to provide a welcoming place for families to meet and enjoy activities with their children and neighbours. Our emphasis is particularly on those with young children not at school and who do not attend formal children's services and on parents who are isolated or not yet connected to their local community. By working in partnership with relevant local agencies the SaCC is part of an integrated approach to service delivery and planning.

2017 highlights and key achievements:

Reaching local families with children birth to eight years:

- 215 parents or carers regularly participated in SaCC initiatives.
- 190 children regularly participated in SaCC initiatives, 41% of these children were less than 3 years and 59% were 3 years to school age.

Building and strengthening collaboration and partnerships to better meet community needs:

- 30 (75%) of 40 SaCC initiatives were delivered in partnership with human service agencies
- Of these partnerships, 53% were with non-government organisations

Supporting families with young children to connect with other families, schools and services:

- 85% of children aged less than 3 years participating in SaCC initiatives do not access formal children's services programs.

Providing quality early learning experiences to enhance children's social, emotional and communication skills:

- More than one third of SaCC initiatives focussed on enhancing these skills through evidenced based programs targeted at identified vulnerabilities (AEDC).

Strengthening community links to enable healthy social connections and encourage active participation:

- The SaCC identifies, encourages and mentors community members into employment, training and

supporting others, thus building the capacity of the community to enhance outcomes for children and families.

Kids 4 the Planet

In recognition of World Environment Day (June 5) Lakemba Public School hosted the inaugural Kids 4 the Planet (K4P) event. K4P was created as an opportunity for primary schools to be involved in the highly regarded *Speaking 4 the Planet (S4P)* that is held in High Schools. This event is an annual public speaking and arts competition which uses the theme for World Environment Day as inspiration for talks and performances.

The inaugural K4P, the Stage 3 version of S4P, was held at end of May. Lakemba Public School hosted Belmore South Public School and Hampden Park Public School in a day of prepared and impromptu speeches, impromptu drama performances and the exhibition of prepared art works. A representative from the Sutherland Shire Environment Centre organised the resource package and sponsorship of the day. A representative from Canterbury Bankstown Council and Belmore Boys High School acted as judges. Prizes were donated by Bunnings and Paddy Pallin.

The success of the day ensured that K4P will be held again in 2018. Five schools have already committed to take part in the 2018 competition.

Combined Public Schools Music Festival

The Combined Public Schools Music Festival (CPSMF) is a local music festival that is held in Term 3 each year. The Festival provides an opportunity for local schools to perform for an authentic audience of parents and staff from local schools. In 2017 Lakemba was one of sixteen schools that performed in one of three concerts. Our choir, dance and drumming group thoroughly enjoyed showcasing their talent and skills in front of family and friends.

Early Stage 1 and Stage 1 Maths Afternoon

In Term 4 K – 6 teachers organised a very successful Maths afternoon for Early Stage 1 and Stage 1 dads and their children. More than fifty dads and their children enjoyed an afternoon of Maths activities and information about how Maths is taught in school. Plans are underway for a similar afternoon for Stage 2 and Stage 3 students in 2018.

Infrastructure Improvements

During 2017 the Department of Education made a number of major improvements to the buildings of Lakemba Public School. The ducted air conditioning in the main building, which is sealed, was replaced with split system air conditioners. The roof on this building was also replaced with a metal roof. The School as a Community Centre (SaCC) building was relocated to the car park adjacent to the Alice Street entrance to the school. This allowed for the new demountable classroom to be in close proximity to the other classrooms. It also meant that the SaCC was more

accessible to the community.

Following the relocation of the SaCC the school funded the redesign of the carpark area at the top of the school driveway to allow for more off street parking for staff.

The school also funded the asphaltting of the playground adjacent to King Georges Road which had had become a very dry dirt area despite turf having been laid there a number of times.

A development application for a digital sign is currently before Canterbury Bankstown Council.

High Possibility Classrooms

During Term 2 Stage 2 and 3 teachers undertook a research project with an academic partner from the University of Technology Sydney. In partnership with Belmore South Public School and McCallums Hill Public School teachers completed professional learning in High Possibility Classroom pedagogy and used it to design and implement units of work that highlighted Science, Technology, Engineering, Art and Mathematics (STEAM). Students reported that they really enjoyed learning in a new way and teachers reported that students were very engaged. Parents feedback was positive in regard to the products the student's designed and also of their child's enthusiasm for their learning. Teachers reported that their new learning had provided a new way of planning and implementing student learning that they would continue to integrate it into their pedagogy. One of the teachers involved in the project was invited to write an article for a technology journal. In 2018 this teacher, along with two others who were involved in the project, will be presenting their work at the Australian Council for Computers in Education (ACCE) Conference in 2018.

Wiley Belmore Writers Festival

In Term 4 five Stage 3 students were involved in the inaugural Wiley Belmore Writers Festival at Wiley Park Girls High School. In collaboration with four local public schools. Students worked with their teachers to write an illustrate a body of work around the Book Week theme *Escape to Everywhere..* The student's were able to share their writing at an afternoon gathering of families and other schools. A professionally produced book of the student's work was presented to the students and their schools.