

# Lane Cove Public School

## Annual Report



2017



**Play the Game**

2368

## Introduction

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

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

Terry McKinnon

Principal

### School contact details

Lane Cove Public School

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## School background

### School vision statement

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

Address individual student needs and abilities

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

Promote the school and a community of life-long learners

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

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

Foster creativity, initiative and leadership in a changing complex world

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

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

### School context

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

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. The school's self assessment concluded:

- In the domain of Learning our school is sustaining and growing in curriculum and learning, assessment and reporting and student performance measures and excelling in learning culture and wellbeing.
- In the domain of Teaching our school is sustaining and growing in effective classroom practice, learning and development and professional standards and excelling in data skills and use and collaborative practice.
- In the domain of Leading our school is excelling in leadership, school planning, implementation and reporting, school resources and management practices and processes.

The External Validation Report concluded:

- In the domain of Learning the school's self-assessment is consistent with the evidence presented and is validated

using the School Excellence Framework.

- In the domain of Teaching the school's self-assessment is consistent with the evidence presented in 4 element/s and is validated using the School Excellence Framework.
- In the element of Collaborative Practice the evidence presented indicates the school is operating at the Sustaining and Growing stage.
- In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

The discussions that occurred throughout this External Validation process, including the collaborative discussions between executive staff and panel members, as well as the gathering of evidence, will inform the development of our school's next three-year plan. Some areas for future direction that have been identified include:

- Further consultation with staff, students and the broader community around strategic directions.
- Consultation with staff and students to determine the programs that are most beneficial for student and staff learning.
- Familiarisation for staff around the new version of the School Excellence Framework.
- Evaluation of professional learning to determine the uptake of research-based strategies shared with staff. Data will be collected to measure the impact on student learning.
- Professional learning for staff on the use of all information available about each student to inform pedagogy and monitor student learning.

Our self-assessment and the external validation 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

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

### Purpose

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

### Overall summary of progress

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

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

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

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

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved NAPLAN results in writing and data/measurement, space and geometry.	\$10,000 of school and P&C funds for additional part time teacher to support some maths groups of students.	In writing, 80.4% of Year 3 students achieved in the top two bands compared to 75.9% in 2016. In Data, Measurement & Space & Geometry, 60% of Year 3 students achieved in the top two bands, compared to 62.3% in 2016.
Assessment and reporting priorities reviewed and altered if appropriate.		A comprehensive K–6 assessment guide implemented with an extensive range of formative and summative assessments in English and Maths. Writing marking guides with criteria for teachers and students in Stages 1, 2 and 3 to use in informative, persuasive and imaginative writing were developed and implemented.
Increased understanding of Australian curriculum.	\$10,000 of professional learning funds.	Through professional learning and collaborative planning time provided to staff in visual literacy and conceptual planning in Maths, teachers indicated an increase in understanding of the syllabus.

### Next Steps

In 2018 there will be continued emphasis on the writing strand of English. Professional learning is planned for Term 1, 2018. Newly developed assessment tasks and writing guides will be implemented. Quality literature resources will be purchased to support the development of students' language and writing.

## Strategic Direction 2

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

### Purpose

Enhanced student engagement through supportive, targeted quality learning programs.

Effective whole school implementation of History K–10 syllabus

Increased knowledge of Aboriginal histories, cultures and experiences

Provision of quality learning experiences for students in Creative Arts

### Overall summary of progress

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

Professional learning for teachers to support the learning of gifted and talented students continued through the implementation of the school's Teaching Gifted Learners Project.

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

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

All students K–6 participated in the visual arts enrichment program in which two visual arts high school teachers worked with each class in a series of lessons that engaged students and increased their knowledge, understandings, skills and creativity. The program ran for two terms and culminated in an art exhibition where each student had at least one piece of work displayed. Student, staff and parent feedback about the program was very positive. A new music program was introduced in 2016 where a specialist music teacher was engaged to teach each class in a series of lessons that increased student knowledge, understandings and appreciation of music as well as providing professional learning for class teachers. This continued in 2017.

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

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students with additional learning needs identified and supported	\$195,000  (Department, school and P&C funds)	Approximately 10% of all students received some level of adjustment to support their learning, e.g., additional time to complete a task, short breaks, tasks broken into smaller chunks, visual prompts or assistance from a support teacher or a school learning support officer. The Learning Support Team consulted with class teachers to plan, implement and evaluate learning adjustments for students with additional learning and support needs. Additional staff employed to support these students.
Professional learning plans show evidence of understanding of the	\$42,630 DoE professional learning funds	Teachers, after consultation with colleagues and supervisor, developed individual professional

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
performance development process		development plans (PDPs) that demonstrated greater understanding of the annual performance and development process. This has resulted in a more targeted approach to professional learning as well as a collaborative approach to improve teaching and learning in grade or stage or particular interest groups.
Increased understanding for staff, parents and students about GATS education	\$10,000 (P&C and school funds)	Professional learning was provided for whole staff and smaller groups of teachers in Stage 2, Kindergarten, Year 1 Year 2, Executive staff, Learning Support Team and other interested staff. This resulted in more teachers increasing their understanding of the needs of gifted students and differentiating teaching programs to support those students.

## Next Steps

Following surveys of staff, the specialist visual arts and music enrichment programs will continue in 2018.

Anticipated staffing increase in 2018 from the DoE Quality Teaching Successful Students (QTSS) initiative will provide additional mentoring of early career teachers.

### Strategic Direction 3

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

#### Purpose

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

#### Overall summary of progress

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

Ongoing commitment to the use of technology to both enhance student learning and improve communication with parents saw the expansion of the Skoolbag app to send messages to parents quickly. The Term 1 parent/teacher interviews were organised in 2017 via an online booking process. Department, school and P&C funds continued to be used to purchase technology hardware, software, professional learning and technical support to increase the use of technology across all Key Learning Areas.

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

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

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A safe and positive learning environment continued to be provided		The school's discipline policy, code of conduct, anti-bullying and anti-racism policies and procedures were discussed by teachers and students and copies provided in pamphlet form (and on website) to all families. Leadership opportunities were provided for Year 4, 5 and 6 students. The SRC actively supported student fundraising for charities. Annual student health care reviews were conducted for more than 70 students with health care needs
Improved learning and playground environment	\$35, 000 school funds.	Continued improvement and maintenance program of gardens, playground equipment and playground markings
Students access technology with increased engagement to achieve outcomes across all key learning areas.	\$35,000 of DoE and school funds	Additional hardware and software was purchased to facilitate optimum levels of student engagement with technology. iPads, PCs and interactive whiteboards were added, replaced or maintained. Lessons in coding were provided in computer lessons with students collaboratively programming robotics. Professional learning was provided in a variety of forms with teachers sharing strategies and useful resources; expert input was provided to build staff skills and confidence and regular technical support was brought in to overcome

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students access technology with increased engagement to achieve outcomes across all key learning areas.		technical frustrations. As a result more devices are being used more frequently, more teachers are sharing apps and other resources and more technology is being incorporated into teaching and learning programs.

## Next Steps

In 2018 Department, school and P&C funds will continue to be used to fund a range of improvements in the school's physical environment. That combination of funds will continue to be used to purchase technology hardware, software, professional learning and technical support to increase the use of technology across all Key Learning Areas.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1,905	Staff and students increased their knowledge and understanding of Aboriginal culture and history through learning experiences provided. Individualised learning plans were developed for each Aboriginal student.
<b>English language proficiency</b>	\$178,697	English as an additional language/dialect (EAL/D) teachers supported the learning of 237 students. New technology and new teaching resources were purchased to support EAL/D student learning.
<b>Low level adjustment for disability</b>	\$103,009	Additional teaching and school learning officer staff (SLSOs) worked with classroom teachers to support the learning of students with identified needs who required differing levels of adjustments to their learning programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.617 FTE	Funding was received for an additional teacher three days per week. This allocation was used to release some of the Executive staff to mentor early career teachers. These teachers received additional professional learning that focused on developing appropriate teacher and learning programs, practice, resources and behaviour management strategies. Assistance with the accreditation process was also provided.
<b>Socio-economic background</b>	\$6,742	Access to a wide range of learning programs, excursions (including camps and overnight excursions) and incursions was facilitated for students through the use of these funds.
<b>Support for beginning teachers</b>	\$33,625	Funding was provided to allow 2 permanent teachers in their first year of teaching and 4 temporary teachers in their second year of teaching to access extra release from face to face teaching as well as time for their mentors.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	393	377	387	406
Girls	431	435	453	443

The total enrolment in 2017 was 849 students. 40% of our students have a language background other than English with over 50 languages represented.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.5	97.1	97	95.2
1	96.5	96.8	96.7	96.4
2	97.1	95.5	96.6	95.6
3	97.1	95.7	96.9	96.2
4	97	96.5	96.1	95.8
5	96.5	96	95.7	95.6
6	96.1	95	95.6	94
All Years	96.9	96.1	96.4	95.6
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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	32.53
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	5.17
Other Positions	0

\*Full Time Equivalent

At Lane Cove Public School, the Indigenous component of the staff in 2017 was nil.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

### Professional learning and teacher accreditation

Implementation of the Department's *Performance Development Framework* resulted in each teacher identifying both grade and personal professional learning goals as part of their individual annual *Professional Development Plans*. This approach encourages more collaborative sharing, planning and evaluation and includes teachers observing the teaching of others. An increase in Departmental funding for professional learning in 2017 supported a more collaborative approach to professional learning.

In 2017 teaching and administration staff participated in an extensive range of professional learning opportunities. The cost of this professional learning was

funded by the Department of Education (DoE) global funds (\$42,630) and school funds (\$24,000). These opportunities included:

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

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

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

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

Six early career teachers were working towards Board of Studies Teaching & Education Standards (BOSTES) accreditation with 4 teachers submitting documentation in 2017 for accreditation. All teachers are now ready to begin the process of maintaining accreditation at proficient level.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	50,519
<b>Revenue</b>	6,743,589
Appropriation	6,107,677
Sale of Goods and Services	8,004
Grants and Contributions	625,494
Gain and Loss	0
Other Revenue	0
Investment Income	2,415
<b>Expenses</b>	-6,617,035
Recurrent Expenses	-6,617,035
Employee Related	-5,878,985
Operating Expenses	-738,050
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	126,554
<b>Balance Carried Forward</b>	177,073

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	5,338,092
Base Per Capita	128,374
Base Location	0
Other Base	5,209,718
<b>Equity Total</b>	290,352
Equity Aboriginal	1,905
Equity Socio economic	6,742
Equity Language	178,697
Equity Disability	103,009
<b>Targeted Total</b>	88,413
<b>Other Total</b>	212,893
<b>Grand Total</b>	5,929,751

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.

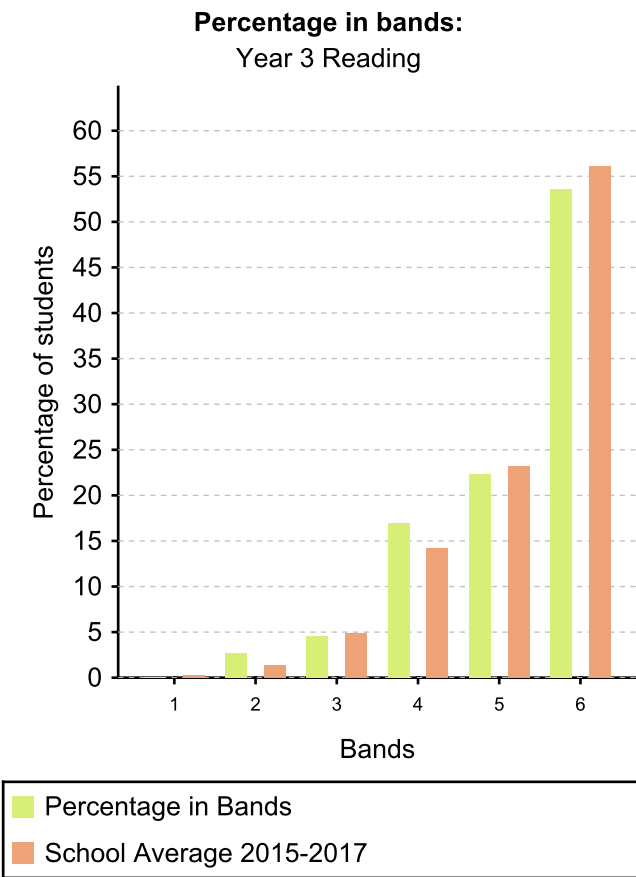
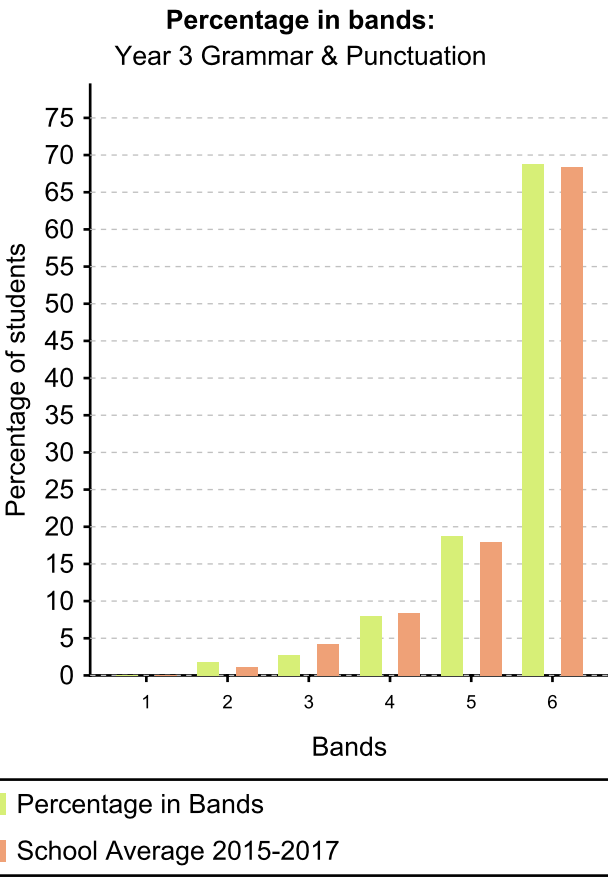
Our Year 3 and Year 5 students continue to perform well, achieving results well above the state average in all areas and, in Year 3, above the average in all areas of Literacy for students in similar schools grouping.

In Reading 75.9% of Year 3 students achieved in the top two bands, while 60.2% of Year 5 students achieved in the top two bands.

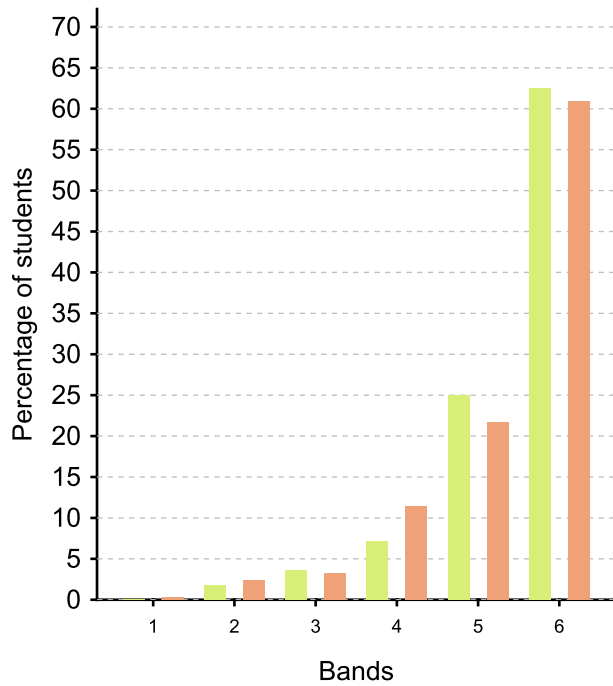
In Writing 80.4% of Year 3 students achieved in the top two bands, while 36.1% of Year 5 students achieved in the top two bands.

In Spelling 87.5% of Year 3 students achieved in the top two bands, while 71.3% of Year 5 students achieved in the top two bands.

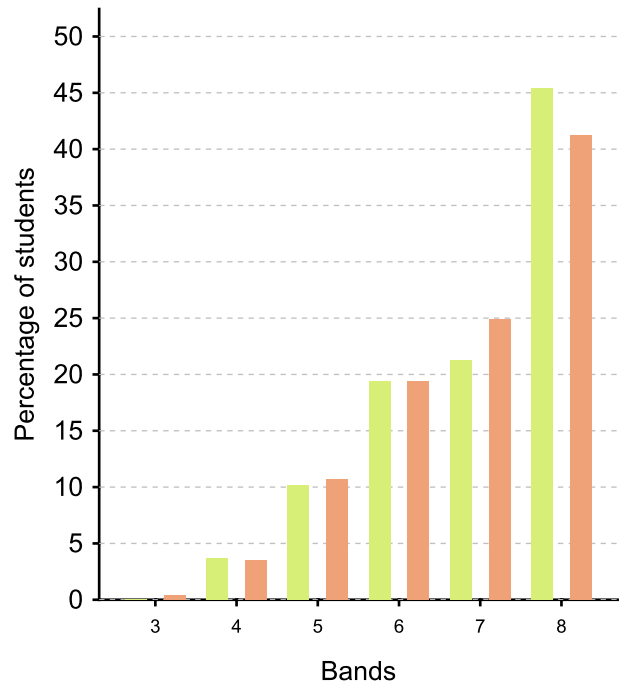
In Grammar and Punctuation 87.6% of Year 3 students achieved in the top two bands, while 66.7% of Year 5 students achieved in the top two bands.



**Percentage in bands:**  
Year 3 Spelling



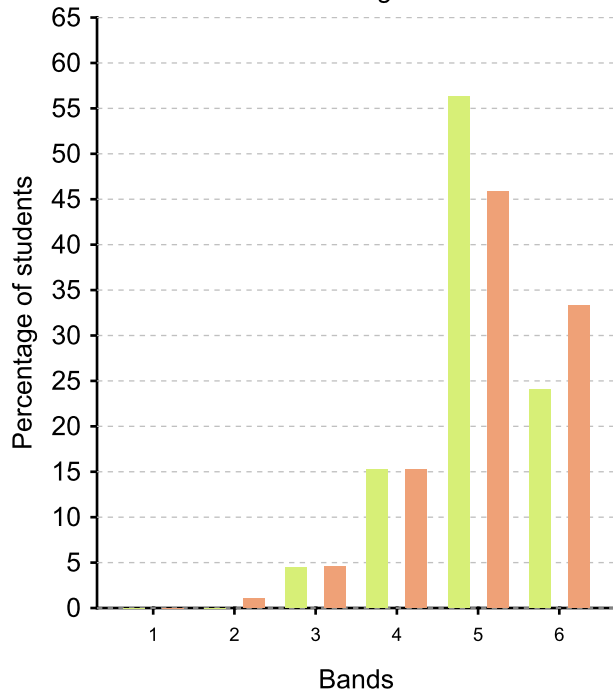
**Percentage in bands:**  
Year 5 Grammar & Punctuation



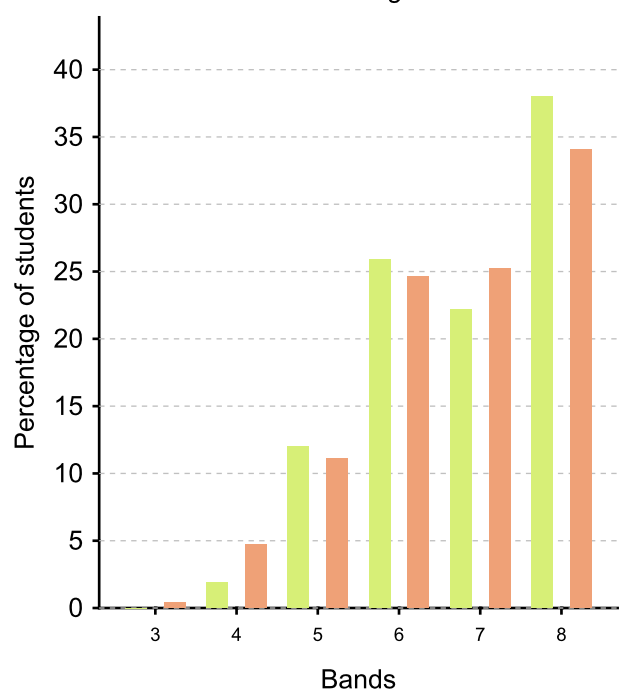
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing



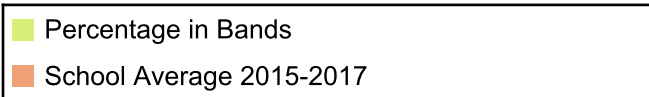
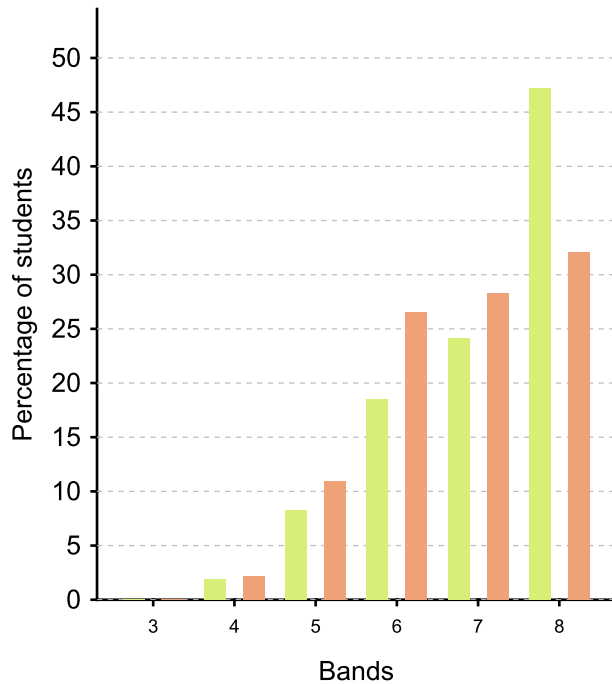
**Percentage in bands:**  
Year 5 Reading



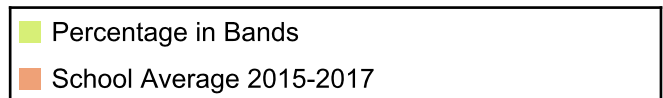
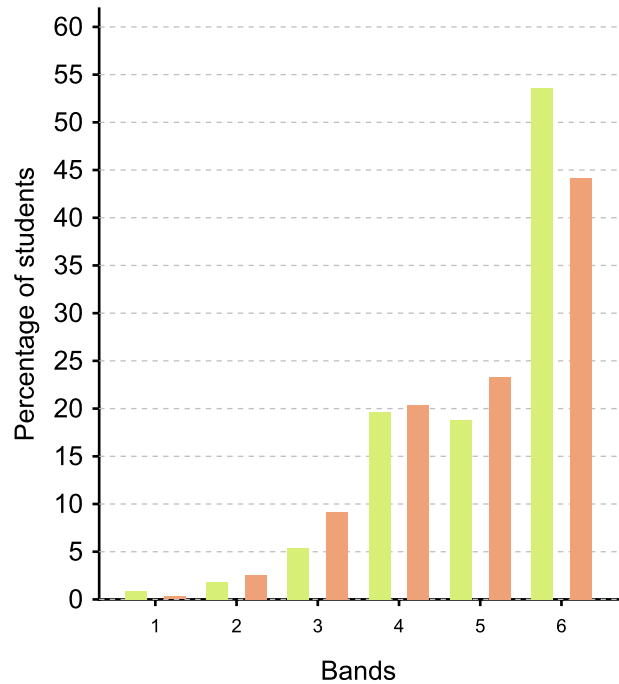
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

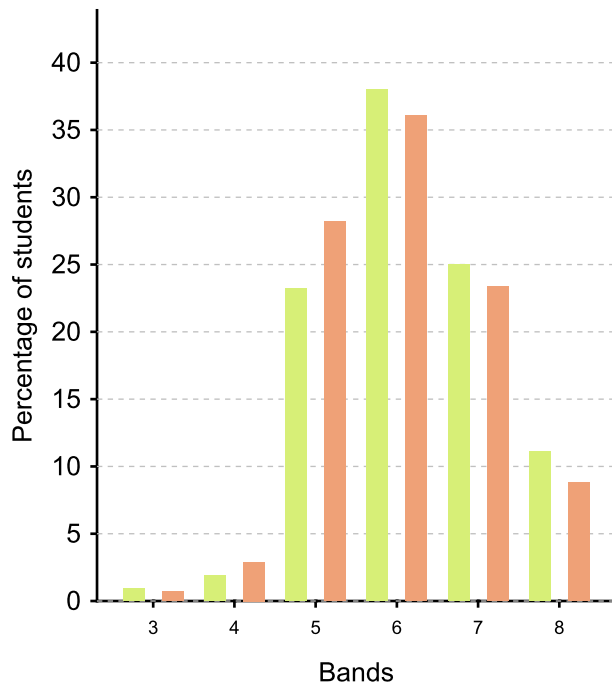
**Percentage in bands:**  
Year 5 Spelling



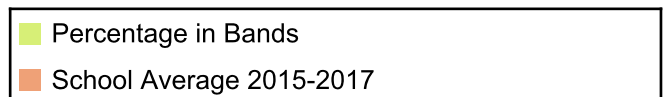
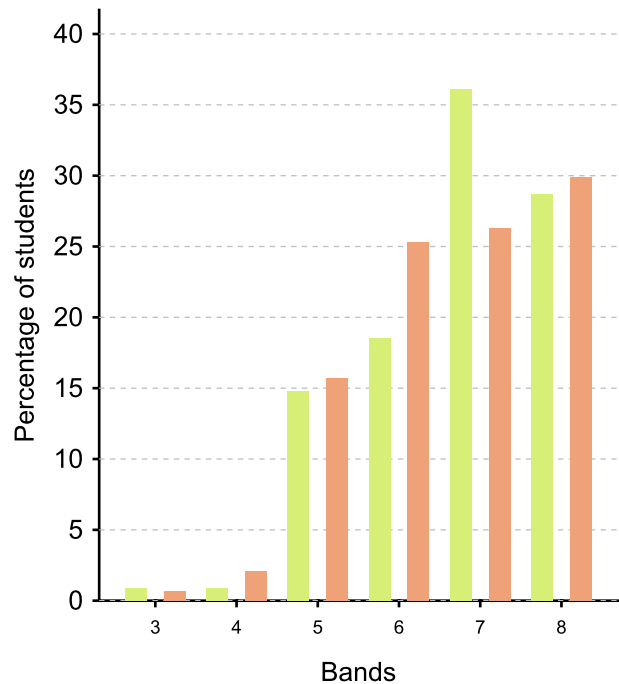
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



In Data, Measurement and Space & Geometry 60.7% of Year 3 students achieved in the top two bands, while 56.5% of Year 5 students achieved in the top two bands.

In Number and Patterns and Algebra 72.3% of Year 3 students achieved in the top two bands, while 61.1% of Year 5 students achieved in the top two bands.

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

Parents, students and teachers took part in the Tell Them From Me surveys. The findings include the following:

In 2017 Lane Cove Public School took part in the Tell Them From Me Surveys. All students in Years 4–6 were invited to participate as were the parents of the school and teachers. We had 268 students respond but only 75 parents. For 2018 there will be a concerted effort to get more parents to participate to achieve a more representative response.

Student Outcomes and School Climate 268 respondents

Student participation in extracurricular activities

Percentage of students with a high rate of participation in art, drama, or music groups, extracurricular school activities, or a school committee.

- 67% of students in this school had a high rate of participation in extra curricular activities. The NSW Govt norm for these years is 55%.
- 73% of the girls and 59% of the boys in this school had a high rate of participation in extra curricular activities. The NSW Govt norm for girls is 66% and for boys is 44%.

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

- 79% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%.
- 80% of the girls and 77% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

- 88% of students in this school had felt they had positive relationships at school. The NSW Govt norm for these years is 85%.
- 92% of the girls and 83% of the boys in this school felt they had positive relationships at school. The NSW Govt norm for girls is 88% and for boys is 83%.

Students who are interested and motivated

Students are interested and motivated in their learning

- 58% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%.
- 58% of the girls and 60% of the boys in this school were interested and motivated. The NSW Govt norm for girls is 83% and for boys is 73%.

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- In this school, students rated Effective Classroom Learning Time 7.6 out of 10. The NSW Govt norm for these years is 8.2.

- In this school, Effective Classroom Learning Time was rated 7.7 out of 10 by girls and 7.4 out of 10 by boys. The NSW Govt norm for girls is 8.4 and for boys is 8.1.

Relevance

Students find classroom instruction relevant to their everyday lives.

- In this school, students rated Relevance 7.6 out of 10. The NSW Govt norm for these years is 7.9.

- In this school, Relevance was rated 7.5 out of 10 by girls and 7.7 out of 10 by boys. The NSW Govt norm for girls is 8.1 and for boys is 7.8.

Rigour

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, students rated Rigour 7.3 out of 10. The NSW Govt norm for these years is 8.2.

- In this school, Rigour was rated 7.4 out of 10 by girls and 7.2 out of 10 by boys. The NSW Govt norm for girls is 8.4 and for boys is 8.1.

Positive teacher–student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher–Student Relations were rated 7.7 out of 10. The NSW Govt norm for these years is 8.4

- In this school, Positive Teacher–Student Relations were rated 7.9 out of 10 by girls and 7.5 out of 10 by boys. The NSW Govt norm for girls is 8.6 and for boys is 8.2.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated Disciplinary Climate of the Classroom 6.2 out of 10. The NSW Govt norm for these years is 7.2

- In this school, Disciplinary Climate of the Classroom

boys. The NSW Govt norm for girls is 7.3 and for boys is 7.2.

#### Expectations for success

The school staff emphasises academic skills and holds high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 8.2 out of 10. The NSW Govt norm for these years is 8.7.

- In this school, Teachers' Expectations for Academic Success were rated 8.3 out of 10 by girls and 8.0 out of 10 by boys. The NSW Govt norm for girls is 8.8 and for boys is 8.6.

In most areas Lane Cove Public School is meeting the expectations of the students at a similar level to the rest of the state.

#### Parent participation at Lane Cove Public School – 75 Respondents

Parents were asked how often they spoke with a teacher throughout the year:

39% responded two or three times a year. 32% responded more than three times a year. 24% responded once and 5% responded never.

Parents were asked how often they attended meetings throughout the year:

42% responded more than three times. 45% responded two or three times. 12% responded only once.

Parents were asked if they are involved in school committees:

33% responded yes. 67% responded no.

Despite the relatively small sample size it is clear we need to do more to engage parents in the school. We will continue to make Lane Cove Public School an inviting place where collaborative partnerships are celebrated and nurtured.

#### Teacher satisfaction – 18 respondents

Teachers were asked about the educational leadership at Lane Cove Public School.

95% agree or strongly agree that school leaders are leading improvement and change. 5% strongly disagree.

82% agree or strongly agree that there is clear communication of a strategic vision for the school. 18% had no opinion.

## Policy requirements

### Aboriginal education

Through the teaching of History, Geography and

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

All Stages began teaching History and Geography according to the new Stage based HSIE Scope and Sequence. Staff was engaged in further learning about Aboriginal Australia with several staff members participating in professional learning courses. Staff K–6 learnt about Aboriginal Songlines during NAIDOC Week. As a result of this learning, staff engaged in professional dialogue about Aboriginal history and culture throughout the year. These experiences resulted in increased cultural competence, and confidence and expertise in teaching Aboriginal perspectives K–6.

### Multicultural and anti-racism education

In 2017, 40% of our students had a language background other than English (LBOTE).

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

Students were supported by withdrawal lessons and in-class support. More emphasis was given to collaborative teaching for Early Stage 1 and Stage 1 EALD students.

Lane Cove Public School's EALD teaching allocation was 1.6 in 2017. An additional 0.8 New Arrival Program support was allocated to our school for Terms 1 to 3, due to the increase in new arrival students.

The EALD team welcomed new families to our school by organising a community network morning tea. This included existing parent volunteers acting as interpreters and networking with the new families. There were over 40 parents who attended and it was a successful morning.

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

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