

# Lakeside School Annual Report



2017



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## Introduction

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

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

Darren Barnett

Principal

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## School background

### School vision statement

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

### School context

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

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

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

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

During 2013, Lakeside School experienced significant change, moving from the Gateshead site to the existing Gateshead West site. Staff and students moved into the new site at the beginning of Term 3, 2013. We have now been at this new site for over 4 years and believe it provides an excellent facility to support students and their parents/ carers, offering greater opportunity for a wider range of programs.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the SEF 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 SEF.

The results of this process indicated for the Domain of Learning we were 'Sustaining and Growing' in the 4 elements of Learning Culture, Wellbeing, Curriculum and Learning and Assessment and Reporting. Our evaluation identified areas for improvement in Student Performance Measures(Delivering).

In the Domain of Teaching we identified that we were excelling in the 3 elements of Effective Classroom Practice, Collaborative Practice, and Professional Standards. The assessment process identified that we were Sustaining and Growing in the element of Learning and Development and were Working towards Delivering in Data Skills and Use.

Self-evaluation in the Domain of Leading identified that we range from Delivering through to Excelling. The assessment identified Sustaining and Growing in the two elements of Leadership and School Planning, Implementation and Reporting. Our Identified strengths were in the area of School Facilities and Resources (Excelling) and areas for improvement in our Management Practices and Processes (Delivering).

The external validation process proved to be both a rigorous and rewarding process for staff at Lakeside School.

Evaluation and the collection of evidence to support our Strategic Directions commenced at the beginning of Term 3, promoting much professional dialogue between staff and reflection on not only what we have achieved, but also areas for improvement. The external validation has been invaluable in directing Lakeside School for our next three year stage in developing the 2018–20 Plan.

The following processes will be implemented in our 2018–2020 Planning Cycle:

- Incorporate rigorous processes for mapping and charting our Strategic Directions against the SEF, including milestones.
- Develop explicit professional learning sessions so all staff gain confidence in using the SEF document including the Statements of Excellence and participate in deep discussions surrounding what each statement looks like at a practical school level.
- Imbed systematic reviews of SEF during executive meetings.
- Investigate methods of collecting evidence during the next External Validation cycle.

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

### Quality Learning Environments

#### Purpose

To engage every student in our care in meaningful and future focused learning experiences so that they can achieve their full potential as a learner and as a responsible and productive citizen.

To focus on the ongoing development of quality learning environments, tailored to the needs of our students.

To focus on communication as it is an essential element for students to engage and participate in a variety of social interactions.

To enhance communication skills of students so that they are with greater decision making skills and choices in life.

#### Overall summary of progress

Lakeside staff have continued to develop their understanding of current syllabus documents and strategies to implement the Quality Teaching Framework into their daily practice. Staff have endeavoured to create engaging and supportive learning environments that foster 21st Century learning through incorporating sensory strategies and mindfulness into class learning programs and by continuing to use SMART goals in the IEP meeting process.

Staff have undertaken professional learning in the form of the Rock and Water program, introduction to Class Dojo, Managing Actual and Potential Aggression (MAPA) and supporting staff and student Wellbeing in 2017. This has proved beneficial to the development of quality learning environments both inside and out of the classroom at Lakeside School.

Lakeside staff were also involved in the External Validation process in 2017 which reviewed teaching, learning and leadership domains across the whole school. This process proved both rewarding and insightful with our strengths and areas for improvement evaluated by an external assessment panel. One such strength was Quality Learning Environments.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student outcomes indicate an increase in competency milestones as identified in Individual Education Plan (IEP)/ Individual Transition Plan (ITP) goals.		<p>Staff PL on continued use of SMART goals and indicators for IEP/ITP goal setting and reporting.</p> <p>Staff collaborating to develop uniform and consistent IEP and reporting proformas across the whole school.</p> <p>Staff actively preparing student handover documents to be used in staff development day 1, 2018. Student information was passed on to new class teachers.</p>
Students have access to quality learning environments and programs tailored to their needs.	<p>Equity Socio-economic \$23482 Aboriginal \$8092</p> <p>Equity (SEB) \$920</p> <p>School and Community Resources/ Fundraising (Sensory) \$20000</p> <p>School and Community Resources \$460</p>	<p>All staff continue to utilise 'In the Zone for Learning' in classrooms to promote group and individual sensory engagement.</p> <p>Staff to undertake Rock and Water training and incorporate mindfulness into class program.</p> <p>Staff to embed Aboriginal perspectives across KLA's through community access 'Awabakal Dreaming' program.</p> <p>Sensory room maintained and used across the whole school.</p>
Identified students successfully	Strategic Assistance	Staff to liaise with parents/carers about successful

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
achieve communication goals set in their IEP's.	2x\$460=\$920  School and Community Resources  \$1840	achievement of communication goals at IEP and half-yearly report meetings.  Staff involved in internal PL at teachers meeting on using indicators to plan for student success in achieving IEP goals.

## Next Steps

- Classrooms to continue to be equipped with sensory tools to ensure students are 'In the Zone for Learning'.
- Staff to undergo professional development in computer coding programs such as Scratch and Blockly with the aim to embed coding into class curriculum.
- Rock and Water program to be implemented into learning programs of identified senior students.
- STEM learning to be implemented into learning program of classes.

## Strategic Direction 2

### 21st Century Learning

#### Purpose

Students to develop skills to effectively communicate and participate meaningfully as 21st Century learners.

To provide opportunities for all stakeholders to increase their knowledge of the latest technologies and therapies available to best cater for individual student needs.

To adopt a culture of 'mindfulness' throughout the school with the understanding of student regulation processes and sensory needs.

#### Overall summary of progress

Lakeside School has continued its progress in understanding and supporting students' sensory needs through the use of innovative teaching practices. Increased student engagement has been reflected through behaviour and suspension data and student involvement in interactive literacy and numeracy programs, such as Mathseeds and Reading Eggs. Lakeside School is still continuing its focus on embedding 'In the Zone' for Learning (ITZ) strategies across the whole school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classroom observations indicating that staff are implementing ITZ for learning practises under the Quality Teaching Framework.	Equity (SEB) 4 x \$460 = \$1840  School and Community Resources/ fundraising (Sensory) \$20000	Reviewed classroom resources and purchased sensory equipment that supports students' needs. E.g. sensory hammocks, textured pillows, rugs.  Enhancement of playground areas through introduction of large-scale sensory equipment.  Ongoing discussions of student profiles and strategies during staff meetings.
Regular classroom observations confirm that ITZ practises are enhancing student engagement, supported by a reduction in behavioural and suspension data.	Equity (SEB) 2 x \$460 = \$920  Professional Learning \$3000	Continued use of SWANS profiling tool to map student progress.  Whole staff development in the Rock and Water program to improve student engagement and behaviour.
Teaching staff have completed a Professional Development Plan (PDP's) and are accredited under the Australian Professional Standards for Teachers.	Equity (SEB) 4 x \$460 = \$1840	SLSOs were introduced to the PDP process. Class teachers supervised their respective SLSO.  Executive continued to lead PDP development for all teaching staff.  SMART goals were introduced into PDP goal setting process.  Staff developed a deeper understanding of the SEF and Australian Teaching Standards through the External Validation process.

#### Next Steps

- Exploration of concept of ability-group cohorts in lessons on literacy, numeracy, computer coding, health education and awareness and STEM over the next three years.
- Embedding the Rock and Water program to support ITZ focus across the whole school.

- Further and ongoing enhancement of learning environments in all three playgrounds.



## Strategic Direction 3

### Engaged Learning Community

#### Purpose

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

To focus on transition of students to post school life. Acknowledging that 35% of our current student population will be exiting school in the next three years.

#### Overall summary of progress

Lakeside continued to strengthen its connections with Post-School service providers through student and parent carer visits to eight (8) such organisations, within the Newcastle/Lake Macquarie Local Government Areas (LGAs), during Terms 2 and 3 and attendance at School Leavers Expo in July at McDonald Jones Homes Stadium, Broadmeadow.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are adequately prepared and successfully placed with a post-school service provider on completion of Year 12.	Equity (SEB) 5x\$460=\$1840 SBAR 6x\$250=\$1500 SBAR 3x\$250=\$750	Of the five (5) students eligible for transition support from the school, only one (1) family took advantage of this assistance. Three of the five students were in Out of Home Care and their service providers were organising their own transition.
Parents/ carers become actively engaged in the transition attend a minimum of 1 transition process.	Equity (SEB) 1 x \$460 SBAR 2x\$460=\$920	Unfortunately due to lack of parent availability to attend, four (4) of the eight visit were postponed and or cancelled. Of the visits that took place only four (4) of the eight (8) parents/carers who were invited to attend took up the opportunity.
All Year 12 ITPs incorporate provider specific transition objectives following semester review to achieve work experience and post-school service provider targets.	Professional Learning \$500	Direct emphasis was placed on the integration of Work Experience and Post-School Service Provider visits as part of mid-year review of Individual Transition Plans (ITP). Targeted outcomes that speak directly to post-school life goals were implemented in the mid-year review and parents /carers were asked to give a short list of possible service providers for all Year 12 students.

#### Next Steps

- Expand the range of Service Provider visits into the foreseeable future to target any specific areas of need or interest, based on the parents'/carers' future vision for their daughter/son/ward at the completion of their schooling.
- Organise information session for all Stage 5 and 6 parent/carers with Employment Officer from the NDIS in Term One.
- Increase the number and diversity of the Service Providers as they become established and recognised.
- Include Transition goals in all Stage 6 ITPs and discuss these in meetings at the beginning of each year and review mid-year.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	37	39	37	39
Girls	7	5	5	6

In 2017, 45 students were enrolled at Lakeside School from Kindergarten to Year 12. There were 39 boys and 6 girls.

### Management of non-attendance

Regular meetings between the Principle and Home School Liaison Officer (HSLO) are scheduled each term, increasing to fortnightly in 2018. Students below 90% attendance are discussed, considering individual circumstances, mainly surrounding the child's health.

The school adheres to the School Attendance Policy.

<https://education.nsw.gov.au/policy-library/policies/school-attendance-policy>

### Retention Year 10 to Year 12

There were three (3) students enrolled at Lakeside in the Preliminary HSC and each student met the necessary requirements to satisfy their satisfactory completion of this educational milestone.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

### Year 12 attaining HSC or equivalent

There were five (5) students of school leaving age in 2017 and all five of the students were successful in obtaining their Higher School Certificate by

satisfactorily completing the required number of units of work.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.73
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	12.28
Other Positions	0

\*Full Time Equivalent

At the end of 2016, Sharyn Carr transferred from Lakeside School to Mudgee High School and Melinda Ferguson took up her role, transferring from Condobolin High School. Chris Oliver retired as Assistant Principal and Pru De Marchi relieved in this position.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	70

### Professional learning and teacher accreditation

All staff underwent professional learning in 2017. Professional learning ranged from staff attending training on an individual basis, online training or whole school events such as the Rock and Water Program and MAPA (Managing Actual and Potential Aggression). All staff training was directed by Department of Education Policy and the Strategic Directions set out in our 2015–17 School Plan.

## 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>	142,419
<b>Revenue</b>	2,124,542
Appropriation	2,084,700
Sale of Goods and Services	3,163
Grants and Contributions	34,962
Gain and Loss	0
Other Revenue	0
Investment Income	1,718
<b>Expenses</b>	-1,888,375
Recurrent Expenses	-1,888,375
Employee Related	-1,749,410
Operating Expenses	-138,965
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	236,167
<b>Balance Carried Forward</b>	378,586

A full copy of the school's financial statement can be obtained by contacting the school.

### 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>	610,813
Base Per Capita	14,314
Base Location	647
Other Base	595,852
<b>Equity Total</b>	82,983
Equity Aboriginal	13,663
Equity Socio economic	69,320
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	1,271,539
<b>Other Total</b>	13,608
<b>Grand Total</b>	1,978,942

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

All students were exempt from NAPLAN testing.

### HSC

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

There were five (5) students of school leaving age in 2017 and all five of the students were successful in obtaining their Higher School Certificate by satisfactorily completing the required number of units of work.

### ROSA

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

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

Fully implemented the RoSA will:

- Be a record of the full range of student achievements right up to the day they do their HSC or leave school

- Provide an electronic record of achievements that students can use at any time

- Use assessment by teachers in schools, moderated by the Board of Studies NSW to ensure reliability and fairness of grades

- Provide the capacity to record vocational courses and students’ vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh awards

- Offer on–line literacy and numeracy tests, with particular emphasis on work readiness that students will be able to undertake twice a year from next year.

“Much has changed since 1965, and students want up to date information on their school achievements at the point that they need it.”

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

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

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

LifeSkills courses recognise that post–compulsory years of schooling should cater for all students who choose to participate.

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

- If students undertake one or more courses based on Life Skills outcomes and content they will receive a Profile of Student Achievement which will outline the Life Skills outcomes they have achieved in each course.

- From 2012, the Profile of Student Achievement will be printed and issued by the Board of Studies to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via Students Online.

- Life Skills outcomes will be shown on the profile as:

- Achieved – for outcomes the student has achieved independently
- Achieved with support – for outcomes that have been achieved with additional support.

For up–to–date information on the RoSA, visit <http://www.boardofstudies.nsw.edu.au/rosa>.

There were six (6) students enrolled at Lakeside to receive the Rosa in 2017 and each student met the necessary requirements to receive a Rosa Certificate from the Department of Education and Communities.

## Parent/caregiver, student, teacher satisfaction

Parent Survey

In 2017 we asked parents / careers three questions about how they felt Lakeside was meeting their child’s needs.

- 1 What do we do well ?
- 2 Where can we improve ?
- 3 Any ideas for the future ?

What we do well:

The majority of parents surveyed were extremely happy with our Community Access programs. They liked the variety that are offered. (Riding for the Disabled , Sailability, Trampolining, 10 Pin Bowling, shopping, inter school events e.g combined athletic carnivals and trips that reinforce our students’ class programs like visiting the local Awabakal sites which have features that relate to the Dreaming stories). Most mentioned the other engaging opportunities such as gym, dancing, music therapy and gardening as being an excellent variety of programs which their child could be involved with.

Comments included:

“ Likes everything ! (we do) “ Love Lakeside, my son loves coming to school because you do programs that are active with the kids.” “Like that speech therapist can come to school because he won’t work at home.”

Parents especially mentioned how pleased they were with their ability to communicate with staff.. “ Like how you (staff ) interact with all kids. Everyone knows all kids. Can’t ask for more.”

The way staff interact with students was also noted appreciating the acceptance they feel their child has. "Staff are accepting and understanding and make us feel at ease."

"Accepting of him for who he is, don't suspend for no shoes."

## 2 What we can improve:

It was rewarding to see that 75% of our respondents felt there was nothing to improve.

"Nothing I'm not happy with, I'm a difficult customer and you cater for me."

"You cater for EVERYTHING!" "Love that school—Everything going well." "Can't think of anything."

"Really impressed with the improvements around school, expansion of the play areas.."

One parent said that to avoid misunderstandings she would prefer 1:1 conversations for communication most of the time. Another would like to think her child could move into another setting closer to home so her child could interact with his local community. The size variation in junior and senior students worried one father in that he worried students could be hurt or intimidated when small by seniors and then his 'small' son may then reverse into the role as he becomes the senior.

## 3 Thoughts for the future:

Parents were appreciative of the efforts Lakeside is making with transition towards post school option planning but they would still like to know more about service provider options.

One parent suggested more ex students helping with our fruit tree area and gardens but realized it could be a complex issue with some.

Some 'wish list' requests or hopes were for a pool, (another parent said "no pool"), a top of the line big trampoline, bike track for larger jeeps and bikes and a pony adventure or more interaction with animals as a calming process.

It appears from our survey results that parents have few concerns with our approach to their child's educational experience at Lakeside.

"Love routines and programs offered." "You guys do a fabulous job – you work 2:6 but you still work as one, and on a whole school level, it's a big job done well"

## Policy requirements

### Aboriginal education

Lakeside school is committed to integrating Aboriginal perspectives across all key learning areas and provides students with opportunities to develop an awareness of all aspects of local Aboriginal culture. Community and family input is encouraged and used to extend learning within the school.

Inclusive programs in the classrooms provided opportunities for students to learn about and visit local indigenous sites of significance. Indigenous stories and history provided students with opportunities to further develop their awareness of indigenous history and heritage.

### Multicultural and anti-racism education

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

Our Human Society and its Environment (HSIE) curriculum and creative arts program offer many opportunities to explore these values.

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

Cultural events and programs such as Harmony Day which celebrates cultural diversity have been celebrated at our school. Students and all staff members demonstrated their ongoing commitment to cultural diversity by placing their hand print on to the school mural to produce one wall of hands in our own school.

### Other school programs

#### Transition

The Transition Program at Lakeside School in 2017 continued on from the pattern established in 2016. From Term Two, Year 11 and 12 students and their parents/carers were given the opportunity to visit a large number of the local Service Providers. Those visited were; Life Without Barriers, Castle Personnel (Day Program facilities), NewLake Peer Support,

Connectability, Response, Endeavour Group, Lifestyle Solutions and House With No Steps. Having these services agree to allow us to visit them allowed the parent/carers the chance to see first-hand what each service had to offer. It also gave the Service Providers the chance to briefly acquaint themselves with prospective clientele that may be seeking placement with them in the next 24–48 months. While five students were eligible for transition support assistance from the school, only one of the parents accessed this support to make the transition as effective as possible.

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

We will endeavour to grow and expand the list of Service Providers in 2018 to provide our parents/carers with the best possible chance to find a placement or multiple placements that best serve the individual needs of each of our school leavers.

### **Senior and Junior Sport**

To help develop our students' mental and social development, Lakeside School offers many opportunities for physical fitness and movement, in a range of different fitness activities. Gross motor activities are timetabled on a daily basis, while other regular sport activities are offered weekly, across all classes.

We were fortunate to continue with the Sporting Schools program in 2017. The junior classes took part in weekly Gymnastic activities in Semester One and trampolining in Semester Two. Senior classes took part in Ten Pin bowling throughout the year and trampolining was also offered in Semester Two.

The Sailability program attached to the Belmont 16ft Sailing Club again proved to be a favourite with those students offered the opportunity to take part. This program would not be possible without the community volunteers who generously give their time and expertise to offer this activity for students who would otherwise struggle to access this type of activity. *Sailor with Disabilities* also provided a group of nine (9) students and several staff the opportunity to sail on Newcastle Harbour and outside the heads on their Sydney to Hobart yacht, *Kayle*. This yacht is purpose built for people with a disability and we were fortunate to be one of three or four schools that were invited out on the water.

Riding for the Disabled (RDA) ran again this year and it is wonderful to see those students who continue the program from one year to the next make progress with the acquisition of more complex skills, given their level of abilities and range of movement.

Consideration is always given to matching students with appropriate activities, so we can maximize their enjoyment and participation. Students are offered

physical activities such as swimming, walking and trampolining as part of the Senior Sports program each Wednesday morning.

Other activities offered by the school included senior selected students attending the IOTAS Athletics Carnival at Glendale and Mayfield Swim Centre as a whole school activity at the end of the year.

### **Music Therapy**

In 2017, the staff and students of Lakeside were thrilled to have Music Therapy timetabled on a Tuesday, as part of the whole-school learning program. Music therapy has proved to be highly beneficial to our students, with engagement occurring across the board. Our wonderful music therapist Susan always has both students and staff singing and playing instruments, always with a smile on her face. Some of our students are showing improvements in behaviour and communication and others are utilising the experience in a sensory fashion. Lakeside School is very appreciative of Susan's efforts in facilitating this program in 2017 and we look forward to its continuation in 2018.

### **Dance**

In continuation with our 'In the Zone' focus on sensory processing and its impact on student learning, certain students became involved in a weekly Dance program in 2017, coordinated by Avelina Rah.

Dance sessions which ran on Mondays in 2017 proved to be a fantastic way to start the week for Lakeside students, with the hottest anthems proving to be the perfect stimulus to get everyone (staff included) up and jiving. The routines choreographed by Avelina proved to be not only fun and enjoyable but also underpinned by functional movements aimed to improve our students' gross motor skills and holistic fitness. Students from the dance program also took their enterprising routine, set to Justin Timberlake's "Can't Stop the Feeling", to the stage at the annual IOTAS concert, held at Callaghan College, Jesmond Campus. From all reports it was a scintillating display from the Lakeside team.

Secondary students also participated in an IOTAS disco at Newcastle High School dressed as their favourite super hero.

### **Creative Arts**

During 2017 the overall curriculum theme across the school was 'Being Me and Belonging'. Students looked at themselves and their sense of belonging within their family, their school and the wider community. They explored this theme more fully by creating artworks using a variety of materials, techniques and processes. Classroom displays included mobiles, collages, murals and individual artworks.

Hunter Sports High School Band performed at Lakeside's end of year Presentation Day and assembly.

They were supported by Super Hubert who once again proved to be very popular as he engaged and mesmerised students with his magic.

### **The Rock and Water program**

The Rock and Water initiative is a program based around providing students with the tools to manage and reflect upon their behaviour while providing a framework of activities, techniques and philosophies that resolve conflict and confrontation in a positive manner. In 2017 Lakeside Staff underwent staff development in the Rock and Water program, facilitated by master instructor Brian Hayes. The training was both rewarding and beneficial, especially in providing skills to improve student and staff wellbeing, but also in relation to reviewing and reflecting upon the structures around positive behaviour support already existent in the school. In 2018 we are aiming to embed Rock and Water throughout our school ethos and introduce it to students in structured lessons, either in classes or ability groups.

### **Awabakal Dreaming Community Access**

In 2017, senior classes at Lakeside School were involved in the Awabakal Dreaming Community Access program. The program was based upon staff development held in late 2016 where Michael Donovan from the Wollatuka Institute at The University of Newcastle accompanied staff on professional development visiting the public dreamtime sites around Newcastle and Lake Macquarie, telling the key stories endemic to each area.

The Community Access program is based around visiting these sites and providing students with access to the dreamtime stories important to the Awabakal people. Examples include visiting the giant kangaroo hiding in Nobby's headland, the yowie Puttikan on the slopes of Mount Sugarloaf and Naruta-Ka-Wa, the Sky Lizard roaming above Pulbah Island. This program was a great experience for all students involved at Lakeside School.

### **Mindfulness and Class Dojo**

A further initiative introduced to classrooms in 2017 was the Class Dojo program and other supporting Mindfulness programs. Class Dojo is an interactive and engaging incentive program that can be accessed via the class smartboard, with students choosing their own animated avatar, that can then be given points when examples of positive behaviour are demonstrated. The program is fun and rewarding and promotes behaviours such as 'safe hands', 'kind words' and 'teamwork'.

The Class Dojo program is complimented by a focus on mindfulness across all classrooms, with meditative music playing before morning circle commences. Class 7 began using the 'Social Skills Spy' program in 2017 which proved helpful for students to decode social cues, recognise emotions and expressions and recognise physical cues exhibited by themselves in tricky situations. This program will be continued in 2018.