

# Lane Cove Public School

## Annual Report



2018



**Play the Game**

2368

## Introduction

The Annual Report for **2018** 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

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# School background

## School vision statement

**To be an innovative and engaging learning environment, committed to developing resilient learners who will flourish in a dynamic and interconnected world.**

**The school's goals are to:**

1. Ensure every student is known, valued and cared for
2. Ensure every student, every teacher and every leader improves every year
3. Develop a strong foundation in literacy and numeracy and deep content knowledge for every student
4. Foster individual interests and talents, creative thinking, problem solving, initiative and leadership
5. Nurture responsible, compassionate citizens who are resilient, life-long learners

## 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 emphasis on Futures Focussed Learning, and the effective use of technologies in learning.

The school fosters creative thinking, problem solving and collaboration. We encourage students to have a growth mindset, establish goals and to achieve his/her best. We also encourage a sense of social responsibility and a connectedness to communities.

As well as its strong academic programs the school offers an outstanding extra-curricular music program which includes a variety of bands and private tuition. The music program is delivered by a very active and engaged 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. 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. The school's self assessment concluded:

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

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

### Quality Teaching and Leadership

#### Purpose

To ensure teachers and leaders:

- know their students
- know their curriculum and content
- know best teaching practice
- welcome feedback and embrace reflection
- are collaborative, creative, innovative and effective
- understand the importance of evidence based practices to maximise student learning outcomes

#### Overall summary of progress

During 2018, the staff decided that quality teaching and leadership would be a focus. We initiated a staff mentoring program across the school to support the development of quality teaching. This initiative was further supported through PDP procedures and linked to Australian Professional Standards for Teachers. The mentoring program was a stepping stone in understanding the needs of the staff. The program has now evolved and created meaningful staff discussions on their understanding of staff culture and quality teaching and its requirements. Through staff survey, staff identified a need for further mentoring and explicit professional learning in English.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff demonstrating Quality Teaching Framework in teaching programs and practice.	\$6,000.00	Peer Mentoring program initiated to share and observe best practice.  64.7% of surveyed staff stated that the Peer Mentoring Program was helpful in developing quality teaching and leadership skills.
Whole school scope and sequence integrating all KLA's, shared in Google docs.	\$5,000.00	All staff have been trained in Google docs. All teachers are collaborating to create shared teaching and learning programs on Google drive.  In term 4 developed a draft scope and sequence based on Conceptual programming, integrating Science, History and Geography.
Increased capacity of teachers demonstrated through teachers being accredited at Highly Accomplished and Lead.	Nil	There is one teacher who is working towards Highly Accomplished.

#### Next Steps

During 2019 staff will be receiving professional learning from PETA on what quality literature is and quality teaching strategies to support classroom practice. As a result of staff survey, further professional development will be given on integrated programming particularly through the use of technology. MAPPEN will be purchased to support staff understanding of integrated programming. Identified staff will participate in a Newcastle University research project in Quality Teaching Rounds and initial training for executive staff in Quality Teaching Rounds will commence. Executive staff will also attend professional learning on visible learning with John Hattie and will engage in learning about collective staff efficacy. Through explicit staff training and ongoing mentoring, all staff will revisit and deepen understanding of the Australian Professional Teaching Standards.

## Strategic Direction 2

### Successful, Resilient Learners

#### Purpose

To ensure all students are:

- engaged
- informed with strong literacy and numeracy skills
- critical and creative thinkers
- resilient
- life-long learners

#### Overall summary of progress

During 2018, the staff decided that Science and Technology would be a focus for the school. The Science and Technology consultant led a number of staff meetings to facilitate the implementation of the Science and Technology curriculum. Sharing of expertise and a scope and sequence was developed for the school. A group of teachers formed the STEAM Team and engaged in professional learning through the University of Sydney's STEM Academy. The STEAM Team then shared their expertise across the school and this culminated in the expo during Education Week. As well as the expo during Education Week our work in STEAM reached a wider audience as The ABC's War on Waste filmed our Tag I.T Lane Cove project. The Tell Them From Me Survey indicated that student engagement and teacher confidence has improved in this area.

The staff also engaged in professional learning in student welfare which resulted in the implementation of the Bounce Back program. K-6 programs have been created and all students are participating .

We have begun data tracking for student welfare on SENTRAL.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
In each area of NAPLAN Literacy and Numeracy, at least 70% of Year 5 students achieving equal to or greater than expected growth .		As we moved to the Online NAPLAN in 2018 we cannot be confident in the comparison to the 2016 results which were done on paper. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.
Increased teacher confidence in STEAM as reflected in a school based survey of staff.	\$25,000 including \$10,000 donated by P&C	All Stages are familiar with STEAM and Science and Technology syllabus and programming for STEAM Evaluation  – Grades have begun to understand how STEAM and the New Science & Technology Syllabus will be incorporated in 2019.  – Increase stage collaboration to incorporate suitable STEAM Projects and STEAM opportunities within learning programs.
Student engagement levels increased as reflected in Tell Them From Me Surveys.		A 16% increase in students reporting they are interested and motivated at school – from 58% in 2017 to 74% in 2018.
Fewer students presenting to Learning and Support Team with	\$5,000.00	Professional learning in Bounce Back Program was delivered to all staff. A session for the LCPS

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
anxiety and poor resilience.		<p>parent/carer/s community was also held with high levels of attendance. Feedback was very positive.</p> <p>Staff beginning to incorporate Bounce Back into teaching and learning programs.</p> <p>Wellbeing Week Initiative:</p> <ul style="list-style-type: none"><li>– Many staff organised/facilitated activities across the week during lunch for students including; run club, coding, zentangling, meditation, knitting, visual arts, crochet, aerobics</li><li>– Activities were also held for staff before, during and after school including; yoga, flash mob, body combat, massage and staff lunches.</li></ul>

## Next Steps

In 2019, we will continue to build on our work in STEAM by developing programs that culminate in an Education Week expo. We will start a data bank of community members with expertise in STEAM subjects as well as a data bank of ideas.

NAPLAN results in literacy and numeracy will be analysed for individual and school areas of strength and weakness. Appropriate professional learning will be put in place.

In 2019, features of visible learning will be included in our professional learning programs.

## Strategic Direction 3

### Connected School Community

#### Purpose

To ensure:

- an inspiring, improvement focussed, learning environment
- collaboration between all stakeholders
- a wide range of opportunities for all students

#### Overall summary of progress

Online systems for teachers, students and parents have been established to facilitate efficient communication and collaboration. Sentral is now used across the school as a student data tracking system. All staff are using Google Drive for programming and collaboration. We are working towards developing effective relationships with a wider community of schools.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All classroom programs developed and shared on Google Drive.	\$1,000.00	All stages have some programs on Google Drive. A programming contents page and checklist has been developed and is being trialed.
Assessment and wellbeing data on all students being tracked.	\$15,000.00 purchase of Sentral \$4,000.00 data entry	All staff are using Sentral for recording student attendance.  Sentral is being using for GA and ICT tracking.  Existing information from tracking folders has been uploaded into Sentral.
Improved communication between school and the community as reflected in parent responses in the TTFM surveys.		Parents are able to contact class teachers directly via email, resulting in more efficient communication.  Improved use of Skoolbag in sharing notes and information.
Increased learning and cultural opportunities for students to engage in within the local Lane Cove community and beyond.	\$4,000.00	Art exhibition held in Gallery Lane Cove for a period of 2 weeks.  Parents and the community attended open nights to celebrate students' learning in STEAM and Creative Arts.  5 day visit by Chinese students on study tour from Hangzhou China.

#### Next Steps

As of Term 1 2019 all staff will have their teaching and learning programs on Google Drive. Executive staff will discuss and trial the use of Sentral for tracking student well-being. A small team will develop a Sentral report template which will be used by all staff in Semester 1. Community partnerships will continue to be strengthened and broadened through networking and communication.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1 952	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>	\$191 113	English as an additional language/dialect (EAL/D) teachers supported the learning of 160 students. New technology and new teaching resources were purchased to support EAL/D student learning.
<b>Low level adjustment for disability</b>	\$98 014	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>	1.438 FTE staffing allocation	This allocation was used to release 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>	\$6 130	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>	\$31 736	Funding was provided to allow 2 temporary in their first year of teaching and 2 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	2015	2016	2017	2018
Boys	377	387	406	424
Girls	435	453	443	457

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.1	97	95.2	95.3
1	96.8	96.7	96.4	95.6
2	95.5	96.6	95.6	95.3
3	95.7	96.9	96.2	95
4	96.5	96.1	95.8	95.9
5	96	95.7	95.6	96.2
6	95	95.6	94	95.3
All Years	96.1	96.4	95.6	95.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.49
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	5.17

\*Full Time Equivalent

At Lane Cove Public School, the Indigenous component of the staff in 2018 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

Each teacher identified 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 2018 supported a more collaborative approach to professional learning. In 2018 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 (\$46,330) and school funds (\$24,000). Over several school development days teachers participated in professional learning in Science and Technology, STEAM, anaphylaxis, child protection, Cardiopulmonary Resuscitation Accreditation (CPR) and emergency care training the Department's Code of Conduct policies and

grade planning sessions. Classroom teachers met regularly in grade teams to collaboratively plan teaching programs on Google Drive 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. Three early career teachers were working towards NESA accreditation with three teachers submitting documentation in 2018 for accreditation at proficient. All teachers are in the process of maintaining accreditation at proficient level.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	177,073
<b>Revenue</b>	7,423,955
Appropriation	6,551,058
Sale of Goods and Services	16,557
Grants and Contributions	848,787
Gain and Loss	0
Other Revenue	1,391
Investment Income	6,162
<b>Expenses</b>	-7,056,224
Recurrent Expenses	-7,056,224
Employee Related	-6,091,067
Operating Expenses	-965,157
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	367,731
<b>Balance Carried Forward</b>	544,804

The school's financial management processes prioritises the use of resources to meet the needs of the students and the school. The school's finance committee developed a budget which was informed by desired student outcomes and the strategic directions of the School Plan. The committee sought to achieve specific outcomes with the use of additional equity loadings. The Principal provided monthly Finance reports to the School Council.

We have carried forward with \$544K into 2019. With a more streamlined budget tool and improved training of key staff this balance carried forward will be accounted for through the year. A main focus of this will be on releasing teachers with expertise in areas of literacy, numeracy and technology to work in tandem with other teachers.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	5,676,518
Base Per Capita	164,170
Base Location	0
Other Base	5,512,348
<b>Equity Total</b>	297,210
Equity Aboriginal	1,952
Equity Socio economic	6,130
Equity Language	191,113
Equity Disability	98,014
<b>Targeted Total</b>	71,413
<b>Other Total</b>	303,247
<b>Grand Total</b>	6,348,388

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. In 2018 Lane Cove Public School participated in NAPLAN online.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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 77.6% of Year 3 students achieved in bands 5–10, while 70.7% of Year 5 students achieved in bands 7–10.

In Writing 62.8% of Year 3 students achieved in bands 5–10, while 13.8% of Year 5 students achieved in bands 7–10.

In Spelling 67.5% of Year 3 students achieved in bands 5–10, while 64.6% of Year 5 students achieved in bands 7–10.

In Grammar and Punctuation 75.4% of Year 3 students achieved in bands 5–10, while 74.1% of Year 5 students achieved in bands 7–10.

In Numeracy 63.5% of Year 3 students achieved in bands 5–10, while 56.1% of Year 5 students achieved in bands 7–10.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The average percentage of results in the top 2 bands of NAPLAN Reading and Numeracy for students in Year 3 and year 5 was 67.21%.

## Parent/caregiver, student, teacher satisfaction

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

In 2018 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 and teachers. We had 268 students respond and 196 parents. For 2019 there will be an effort to get more parents to participate to achieve a more representative response.

### Student Outcomes and School Climate 326 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.

- 78% 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.

- 86% 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

- 74% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%
- 78% of the girls and 69% 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 7.9 out of 10. The NSW Govt norm for these years is 8.2.
- In this school, Effective Classroom Learning Time was rated 8.0 out of 10 by girls and 7.8 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 7.7 out of 10. The NSW Govt norm for these years is 7.9.
- In this school, Relevance was rated 7.8 out of 10 by girls and 7.5 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

- In this school, students rated Rigour 7.6 out of 10. The NSW Govt norm for these years is 8.2.
- In this school, Rigour was rated 7.7 out of 10 by girls and 7.6 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 8.1 out of 10. The NSW Govt norm for these years is 8.4
- In this school, Positive Teacher-Student Relations were rated 8.3 out of 10 by girls and 7.8 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 6.6 out of 10. The NSW Govt norm for these years is 7.2
- In this school, Disciplinary Climate of the Classroom was rated 6.6 out of 10 by girls and 6.7 out of 10 by 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 8.5 out of 10. The NSW Govt norm for these years is 8.7.
- In this school, Teachers' Expectations for Academic Success were rated 8.6 out of 10 by

girls and 8.3 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 – 196 Respondents**

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

35% responded two or three times a year. 33% responded more than three times a year. 26% responded once and 7% responded never.

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

42% responded more than three times. 41% responded two or three times. 16% responded only once.

#### **Parents were asked if they are involved in school committees:**

22% responded yes. 78% 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.

89% agree or strongly agree that school leaders are leading improvement and change while 11% were undecided.

90% agree or strongly agree that there is clear communication of a strategic vision for the school while 10% were undecided.

## Policy requirements

The school's anti-racism policy was sent home to all families in pamphlet form.

### 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, and enjoyed a performance by Christine Anu. 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 are 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. 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 2018, 41% of our students had a language background other than English (LBOTE).

Of this LBOTE population, 222 needed support and 160 were included in the English as an additional language/dialect (EALD) program. The 62 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 2018. An additional 0.4 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.