

# Lucas Gardens School

## Annual Report



2016



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## Introduction

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

Jenny Zagas

Principal

### School contact details

Lucas Gardens School

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### Message from the Principal

It is a privilege to lead an outstanding team at Lucas Gardens School. All staff support high quality teaching and learning opportunities for all students. Our time spent at the temporary site in Lakemba will hold fond memories, as we engaged and connected with the local community and local schools. We established new friendships and partnerships which we will maintain in 2017. The end of 2016 will be remembered as the year we transitioned back to our original site ready to begin 2017 in a purpose-built, state of the art new school.

Some highlights of the year included:

- providing all students with a communication system to express needs, wants and ideas
- embedding the MOVE philosophy in student's daily routine and practices
- implementing a community access program that enabled students to generalise their skills outside the classroom walls
- connecting with local primary and high schools who participated in enriched learning experiences. Schools included Marie Bashir Primary School, Belmore Boys High School and Canterbury Vale School
- producing strong evidence to show growth in student learning
- developing a highly effective and well organised Learning Support Team of professionals who provided a wide range of support to students and their families.

I would like to thank everyone who contributed to making 2016 another successful year and it is with great pleasure that I present this report outlining the achievements of students, staff, parents/carers and the wider Lucas Gardens School community.

I certify that the information in this report is the result of a rigorous school self evaluation process and is a balanced and genuine account of the school's achievements and areas of development.

Jenny Zagas

Principal

## School background

### School vision statement

Lucas Gardens School will provide a contemporary multi-purpose learning environment that facilitates equal opportunities for all students. Quality teaching and high expectation will empower students to achieve their personal best and be successful lifelong learners.

### School context

1. Lucas Gardens School is a student-centred inclusive community, temporarily located in Lakemba. Currently, the Department of Education is rebuilding a purpose built school at Canada Bay to meet the growing needs of our students. Lucas Gardens School has the capacity to provide educational programs and personalised learning for 40 students from Kindergarten to Year 12 with high support needs, some of whom present with physical disabilities, and complex medical conditions. In 2016 the school operated five classes and also retained two student placements in negotiation with the Department of Education and Ageing Disability and Home Care, for respite care clientele residing at Summer Hill Respite Centre, Ashfield. Lucas Gardens School has a diverse student population from a range of socio-economic backgrounds with 65% of the student population being from language backgrounds other than English (LBOTE). The school proudly works with the local and wider community resulting in enhanced resources and equipment, specialised learning environments, regular volunteers and contracts school based therapy staff to provide optimal teaching and learning opportunities. Priorities include facilitating student autonomy, quality curriculum implementation, best practice, teaching and learning and staff professional development.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

### Learning

In 2016, Lucas Gardens School focussed on the elements of Learning Culture, Wellbeing and Curriculum and Learning. We strive to create and maintain a school culture that is committed to ongoing improvement and educational outcomes for all students. Staff are dedicated to developing the whole child by supporting the cognitive, emotional, social, physical and spiritual wellbeing of all students and assisting them to connect, succeed and thrive. Teachers differentiate the curriculum to meet the learning needs of all students and set high expectations.

### Evidence to support this includes:

- regular newsletters and website updates that promote learning culture
- daily communication via communication books
- mid year and end of year reports and end of year review meeting minutes that clearly document student achievements and successes as well as future directions
- personalised learning and support plans that highlight individual outcomes for students
- teaching and learning programs that differentiate the curriculum and provide access for all students
- learning and support team meeting minutes and actions that highlight the positive impact that the team has had on students' education and wellbeing matters
- individual student health care information, including detailed mealtime and personal care management, positioning and mobility, emergency response care plans and behaviour support plans
- MOVE assessment profiles that indicate students' individual progress in functional mobility
- communication profiles that indicate students' individual communication strategies and systems.

**Within the Learning Domain, we believe that our current level of performance is Sustaining and Growing.**

### Teaching

In 2016, Lucas Gardens School focussed on the elements of Effective Classroom Practice, Collaborative Practice and Learning and Development. We have a strong focus on quality teaching and learning practices that include differentiating the curriculum to provide access for all students. Teachers continually engage in self-reflection and evaluation, observing colleagues and being observed with a focus on reflection and constructive feedback with the aim of ongoing professional improvement. Professional learning goals are aligned with the school plan with weekly professional learning sessions provided to build the skills of staff so that student learning outcomes are improved.

**Evidence to support this includes:**

- teaching and learning programs that have been routinely checked, evaluated and modified to meet the changing learning needs of students
- student work samples and data collection sheets show areas of student improvement and areas for further development which informs ongoing programming and planning
- observation proformas that detail lessons that were observed, reflective statements and feedback gained from colleagues, including peers and supervisors
- teachers and executive are identified outside the school as being experts in areas of special education with opportunities to share their expertise and knowledge with others in a range of settings
- professional development plans show teachers' goals that align with the strategic directions with the impact evident in student outcomes.

**Within the Teaching Domain, we believe that our current level of performance is Delivering.**

## **Leading**

In 2016, Lucas Gardens School focussed on the elements of Leadership, School Planning, Implementation and Reporting and Management Practices and Processes. The school leadership team supports a culture of high expectations with staff provided with opportunities to adopt leadership roles both within and outside the school. The whole school community is involved in the implementation and evaluation of the school plan with our strategic directions being the focus of what we strive to achieve. We communicate clearly about priorities and practices with systems and processes in place to ensure transparency and efficiency in everyday operations.

**Evidence to support this includes:**

- roles and responsibilities list identifies staff who have purposeful leadership roles based on their expertise and provides opportunities for capacity building as a result of distributed and multi-levelled leadership
- requests from external community organisations and schools in the public and private sectors demonstrate that our staff are highly regarded in the community and have expertise which is sought after
- positive parent / carer surveys show that the school has a strong focus on teaching and learning
- attendance at special events shows the commitment of parents and carers in celebrating student achievements and sharing our vision for the future
- induction of new staff, casuals, visitors, students and volunteers ensures that expectations and procedures are clearly communicated to all
- principal's address at all events highlights the importance of teaching and learning and includes updates on student achievements and progress towards on the strategic directions.

**Within the Leading Domain, we believe that our current level of performance is Sustaining and Growing.**

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Engage students as successful life long learners

### Purpose

To develop students' abilities to access authentic personalised educational experiences that will take them beyond the walls of the classroom and into the wider community.

### Overall summary of progress

The two major projects, Communication and MOVE, continued in 2016 with excellent results for students. In Communication, we employed a new speech pathologist who assisted staff, families and students to develop authentic and multi-modal communication systems for students to use at school, at home and the community. Staff were trained in the use of PECS and an introduction to PODD which has assisted them to support and facilitate independence in communication. Mobility Opportunities Via Education program continued with more students being involved in the program. Equipment was purchased to support students with sitting, standing, walking and transitioning with all students making gains in their functional mobility. Workshops for families ensured the skills were transferred to the home setting, providing varied and whole life experiences for our students to gain independence.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Increased percentage from baseline, of students demonstrating use of a personalised communication system across the school and in the wider community.</li><li>Increased percentage of students demonstrating improvement in movement goals against their baseline data.</li></ul>	<p>100% of students are using a communication system across the day</p> <p>Engagement of speech pathologist one day per week to support communication</p> <p>Construction of PODDs for individual and group communication</p> <p>Three additional staff members trained in PECS</p> <p>Purchased PODD for Compass apps for the iPads to support communication</p> <p>100% of students made improvements in functional movements against their baseline data</p> <p>Physiotherapist engaged one day per week to support MOVE implementation across the school</p> <p>Purchased Rifton activity chairs, pacers and SoloLift hoists to support MOVE</p> <p>Collaborated with MOVE International to visit model sites in Adelaide</p> <p>Parent workshops provided in communication and MOVE</p>	<p>\$25 000 – Speech pathologist donated by private benefactor</p> <p>\$2 960 – PECS training and casuals</p> <p>\$300 – PODD CD</p> <p>\$1 000 – PODD construction</p> <p>\$1 999 – PODD apps</p> <p>\$25 000 – Physiotherapist donated by private benefactor</p> <p>\$40 000 – donated by St Patrick's College for MOVE equipment</p> <p>AP Released to provide workshops</p>

### Next Steps

- speech pathologist to assess students' current level of communication
- train remaining and new staff in Picture Exchange Communication System (PECS) to support communication
- create playground resource boxes and PODD activity cards to facilitate communication in the playground
- create community access resources and PODD chat cards to facilitate communication in the community
- provide PODD training for all staff and interested parents
- showcase MOVE at Lucas Gardens School at the Australian Association for Special Education in Darwin

- organise staff recertification as MOVE 2 Day Basic Providers and MOVE International Trainers in 2018
- continuation of MOVE program across the school
- workshops for parents on MOVE

## Strategic Direction 2

Embrace a dynamic and collaborative culture of professional practice

### Purpose

To build staff capacity to ensure understanding of the curriculum, quality teaching, and use of best practice for inspired teaching and successful learning

### Overall summary of progress

All teachers completed Performance and Development Plans and were supported to achieve their professional learning goals. School Learning Support Officers and additional SASS staff also completed PDPs and were provided with opportunities to attend professional learning experiences to achieve their goals. Staff were provided opportunities to observe colleagues at Lucas Gardens School and other schools, also engaging in reflective practices and providing and receiving constructive feedback. Our community of schools finalised the ESES Leadership Toolbox which was produced and ready for distribution by the end of 2016.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>100% of teachers showing evidence based quality teaching and reflective practices including annotated evidence, evaluation, and reflective questioning.</li><li>Executive staff showing evidence of leadership capacity building by shared professional practice through community of schools.</li></ul>	<p>100% of teachers completed their PDPs with 75% achieving their professional learning goals</p> <p>66% of SLSOs completed their PDPs with 100% achieving their professional learning goals</p> <p>All teachers completed classroom observation proformas and reflected on their teaching practice with areas to work on</p> <p>Executive across the community of schools were released to finalise sections of the ESES Leadership Toolbox</p> <p>ESES Leadership Toolbox outsourced for final design and consistency of presentation</p> <p>Toolbox completed and then outsourced for final production – completed end of 2016 ready for distribution</p>	\$26 000 – ESES project

### Next Steps

- teachers to continue to develop PDPs and professional dialogue with supervisors
- SLSOs to complete mandatory PDPs in line with DoE reform
- executives to present workshops on specific evidence-based practices which will be included in teaching and learning programs
- update how professional learning is tracked using PDF folders
- ESES Leadership Toolbox to be distributed at SpeEd Network Meetings, PPA, pre-service teachers and other regional events

### Strategic Direction 3

Promote an inclusive school community for improvement and innovation.

#### Purpose

To develop collaborative relationships and make strong connections within and beyond the school that build meaningful partnerships with a shared vision of high expectations and optimal student learning

#### Overall summary of progress

The school community was informed via a variety of strategies on the progress about the construction of the new school. This included the newsletter, website, time lapse camera, informal conversations and public forums. The new state of the art school was handed over on time in December 2016. Transition to the new school occurred smoothly.

Current partnerships were maintained during the transition period at Lakemba. The Canada Bay community continued engaging with the school celebrating student achievement. New partnerships were established from the Canterbury community to support the learning opportunities of the students. This included Canterbury Vale School, Belmore Boys High School and Marie Bashir Public School. Students were engaged in an art program, sports activities and literacy opportunities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Ongoing communication to school staff and school community in relation to the building of the new school facilities.</li><li>Number of community members / organisations regularly involved in school activities.</li><li>Number of community access activities students are actively involved with.</li></ul>	<p>Regular walk throughs and PRG meetings were held to inform school community of progress and alleviate concerns during construction</p> <p>Regular updates on construction through newsletter, website, staff meetings and informal conversations</p> <p>School was completed and handed over in December 2016 on schedule</p> <p>Increase in community partnerships, including new connections in the Canterbury region and maintenance of previous connections with Canada Bay community</p> <p>100% of students participated in the community access programs each term including the local park, schools, library, movies, Sculptures by the Sea and shops</p>	<p>Over \$10 000 000 State Government Funding for new school</p> <p>\$5 000 – donated by Citilink Piling for community access</p>

#### Next Steps

- showcasing the new school to the wider community
- school community participating in school events
- implementing hydrotherapy programs
- interactive partnerships maintained and further developed to support teaching and learning
- ongoing community access programs
- acquisition of a school bus to support community access

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Quality Teaching, Successful Students (QTSS)</b>	100% of teaching staff participated in this experience and 50% of the support staff	Casual teachers and school learning support officers employed for the day. \$3,149
<b>Socio-economic background</b>	Improved learning opportunities for students from low socio economic background  Students required financial support for specific equipment, uniforms and materials to support them in learning experiences	\$2,267
<b>Every student Every School</b>	ESES Leadership Toolbox completed and delivered to school	500 copies of the toolbox delivered. Lucas Gardens' contribution to the tool box \$26,000
<b>LINK</b>	Successful transition from school to post school settings	Class teacher and SLSO released to attend transition meetings and support students to visit post school settings with families  \$2, 200
<b>Strategic Assistance Program</b>	Successful transfer of information, orientation visits and social stories developed to decrease anxiety for new students	Class teacher and AP released to facilitate visits. Replacement of SLSO  \$1, 540  • (\$0.00)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	24	21	21	14
Girls	13	11	10	10

Each year we have a review of students' suitability for placement and their current support needs. One new student enrolled at Lucas Gardens School this year with two year twelve school leavers in 2016. Our numbers were slightly down this year, potentially as a result of being in our temporary site at Lakemba. We anticipate a new cohort of students will enrol for our new school in 2017 which will increase our student population. We continue to accept students residing in respite care at Summer Hill Respite Centre.

### Management of non-attendance

The school implements a rigorous attendance procedure in line with the Department of Education's expectations, with parents/carers and staff well informed about non-attendance procedures. Assisted School Travel staff are expected to notify the school office if they experience delays and any patterns of late arrival are investigated.

### Structure of classes

Our school had five classes in 2016 with two K-6 classes, one composite Year 6 and 7 and two 7-12 classes. Student ages varied within each class, however, all classes catered for students within the same age cohorts.

### Retention Year 10 to Year 12

During 2016, two students received their Higher School Certificate Life Skills and transitioned successfully to post school settings. All students remain at school until year 12.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment			
TAFE entry			
University Entry			
Other			100
Unknown			

Our two year 12 students successfully transitioned to community participation post school settings.

### Year 12 attaining HSC or equivalent

Two year 12 students received their HSC Life Skills award.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.5
Teacher Librarian	0.2
School Administration & Support Staff	8.22
Other Positions	0

\*Full Time Equivalent

In 2016, there were no Indigenous Australians on staff at Lucas Gardens School.

### Workforce retention

One teacher obtained a relieving Assistant Principal position at another school for part of term 2 and all of semester 2. One School Learning Support Officer obtained a relieving position 2 days a week at another school.

### 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	50

### Professional learning and teacher accreditation

Teaching and school administration and support staff participated in an extensive range of professional learning opportunities in 2016 funded by the Department of Education and school funds. These opportunities included:

- exploring the new geography syllabus documents in preparation for implementation
- unpacking the literacy continuum and teaching early reading skills and comprehension to students with disabilities
- MOVE workshops to support students' functional mobility
- Autism and behaviour support strategies for effective teaching and engagement
- significant training was required for the implementation of the learning, management and business reform (LMBR)
- communication workshops to support students' expressive and receptive communication
- programming workshops to evaluate and refine teaching and learning programs
- technology and iPad workshops to evaluate apps used in the classroom
- mandatory training including child protection, CPR, anaphylaxis, first aid, asthma management and oxygen use
- manual handling and safe lifting practices
- teams met regularly to collaboratively plan teaching programs and assessment procedures

Teachers and SLSOs also participated in observation experiences at other settings in line with their Performance and Development Plans.

### Financial information (for schools using both OASIS and SAP/SALM)

#### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The balance carried forward includes funds previously held in a DGR account. These funds have been

received from the community to support the following intended uses;

- a contribution towards the purchase of a school bus
- ongoing operational expenses for the new hydrotherapy centre
- ongoing expenses for specialist contractors
- the purchase of specialist student resources as deemed appropriate.

Income	\$
<b>Balance brought forward</b>	<b>71 896.26</b>
Global funds	125 504.65
Tied funds	74 597.29
School & community sources	69 747.38
Interest	1 739.18
Trust receipts	102.50
Canteen	0.00
<b>Total income</b>	<b>343 587.26</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	45 273.37
Excursions	0.00
Extracurricular dissections	3 675.20
Library	2 695.34
Training & development	1 018.21
Tied funds	65 650.44
Short term relief	18 981.69
Administration & office	39 033.93
School-operated canteen	0.00
Utilities	16 567.96
Maintenance	5 196.34
Trust accounts	102.50
Capital programs	22 820.00
<b>Total expenditure</b>	<b>221 014.98</b>
<b>Balance carried forward</b>	<b>122 572.28</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	776 638.75
(2a) Appropriation	773 939.16
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	2 013.31
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	686.28
<b>Expenses</b>	-60 321.69
Recurrent Expenses	-60 321.69
(3a) Employee Related	-37 314.81
(3b) Operating Expenses	-23 006.88
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	716 317.06
<b>Balance Carried Forward</b>	716 317.06

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The School Principal regularly confers with parents/carers and staff regarding the management of school finances. The school has a finance committee who meet to determine priorities in line with the school strategic directions. The Annual Financial Statement is provided to the parent body each year. The balance carried forward includes funds previously held in a DGR account. The intended use of these funds is outlined above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	379 283.20
Base Per Capita	4 013.90
Base Location	0.00
Other Base	375 269.30
<b>Equity Total</b>	2 267.46
Equity Aboriginal	0.00
Equity Socio economic	2 267.46
Equity Language	0.00
Equity Disability	0.00
<b>Targeted Total</b>	1 088 049.36
<b>Other Total</b>	29 637.41
<b>Grand Total</b>	1 499 237.43

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

### HSC

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

## Parent/caregiver, student, teacher satisfaction

During 2016, we sought feedback from the school community on aspects of school life that they consider we do well at Lucas Gardens School and areas that they thought we could improve on. Parents / carers responded positively and mentioned the following as aspects that we do well:

- MOVE program and impact on their child's love of walking
- music program
- communication programs
- independence and self care taught in the classroom
- social skills programs that facilitate friendships and trust
- continuous effort by staff to ensure students achieve results.

Parents / carers indicated that the school could improve in the following aspects:

- more excursions for students
- enhancing the preparation of students and families for post school life.

The staff indicated that we do well in the following areas:

- excellent support from administration, executive and the principal
- making necessary adjustments for the students to access learning
- using technology to support teaching and learning
- documentation of students' individual health care plans, including mealtime, personal care and emergency response care plans
- supporting pre-service teachers and retraining teachers
- inclusiveness
- supporting families
- behaviour support
- performance and development framework procedures
- professional learning opportunities for staff.

Areas identified as needing improvement were:

- ongoing discussion and unpacking of departmental reforms
- whole school data tracking in numeracy and literacy.

Parents and staff were then surveyed about the focus area of communication / speech pathology program.

85% of the parents / carers surveyed strongly agree that the speech pathology program offered by the school is valuable, with the remaining 25% agreeing that the program is valuable. Comments were positive and highlighted the important work that teachers do in teaching communication skills to students in collaboration with the speech pathologist.

Staff indicated that they agree that the speech pathology program is valuable as it enhances the teaching and learning of independent communication skills for students. Future directions include PODD training for staff to ensure that they are equipped to teach a wide range of AAC strategies to students.

## Policy requirements

### Aboriginal education

All students across the primary and secondary classes continued to learn about Aboriginal histories and cultures through rich learning opportunities. During NAIDOC week students participated in art activities and a formal assembly. We invited an ensemble called "Let's Bridge the Gap" to perform for students. The performers, Fred and Todd, played the didgeridoo, danced and sang a Dreamtime story. At the conclusion of their performance they spent time explaining the designs and symbolism of their body paint.

Lucas Gardens School continued to demonstrate respect for Aboriginal elders and their custodianship of the land with Acknowledgement of Country at assemblies and school events.

### Multicultural and anti-racism education

The whole school once again participated in Harmony Day supported by Loreto College. As part of the celebrations students wore orange clothes or dressed in traditional costume. All students participated in learning activities exploring music, dance, visual arts and traditions from various countries. Staff and students concluded the celebrations with a multicultural buffet lunch. Lucas Gardens School currently has one Anti Racism Contact Officer who responds to allegations regarding racism.

## Other school programs

### School based speech pathology and physiotherapy programs

The physiotherapy and speech pathology programs continue to be an invaluable intervention at Lucas Gardens School. Both therapists work collaboratively with families and staff conducting formal and informal assessments, goal setting and ensuring correct practices are in place for students to achieve success.

The physiotherapist trained staff in manual handling procedures, correct lifting practices and the use of specialised equipment. The speech pathologist trained staff in the use of communication systems to support students' expressive and receptive communication.

### Music Program

All students participated in a weekly music program delivered by The Rhythm Village. The program gives students the opportunity to sing, listen to and respond to various genres, identify beat, tempo and dynamics and play with musical instruments. In Term 2 classes studied an Asian country, gathering information about the culture, geography, clothing, food, traditional music and art. At the end of the study, classes performed a traditional musical item from their country on Open Day for parents and community members. This was supported by the music teacher.

### Physical Education

In 2016 students continued to participate in the whole school weekly structured skill development program. Students were grouped according to abilities and participated in games and sports, dance and athletics. To coincide with the 2016 Olympics, all students participated in a Mini Olympics carnival in collaboration with Canterbury Vale School. Data was collected and collated that reflected the students' abilities in terms of attending, responding and initiating levels related to specific games and athletic skills. The program is designed to have a positive impact on student independence and life skills, for example, maintaining a conscious hold on a ball can impact on a student's ability to hold cutlery, rail or equipment.

### Student leadership

In 2016 the student leadership procedure continued to be implemented. The Student Representative Council (SRC) comprises of one student from each class from Kindergarten to Year 12. The students are involved in various school based events where they have the opportunity to develop effective leadership skills. These include organising fundraising events such as crazy hair day and Easter hat parade and raffle. The School Captains had specific roles during school assemblies, including holding the flags, distributing class awards and accepting donations.