

Lake Munmorah Public School

Annual Report



2017



2362

Introduction

The Annual Report for 2017 is provided to the community of Lake Munmorah 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.

Narelle Baldwin

Principal

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School background

School vision statement

"Inspiring our community to be successful lifelong learners, confident and creative individuals and active and informed citizens"

Our Students Our Staff Our Families

School context

Lake Munmorah Public School is a vibrant, dynamic educational setting located in the lower part of Lake Macquarie. The mainstream school population consists of 456 students, including 39 students of Aboriginal and Torres Strait Islander descent. The school also has 2 Multi Categorical (MC) classes consisting of 11 students and an Early Intervention (EI) class consisting of 14 students. In total the school population of 471 students is accommodated in 21 classes and supported by a Principal, six Assistant Principals and forty teaching, support and administration staff.

The school offers students a variety of extra curricula activities that promote the development of the whole child, fostering their individual interests and talents. These activities include inter school sport competitions, public speaking, dance groups, debating, choir, drama, Maths Olympiad and Tournament Of Minds. There is a strong focus on student leadership and opportunities, such as the student representative council and parliament program, provides considerable scope for our students to develop confidence and skills in this area.

Our school welcomes the participation in school activities from the families of our students. Many family and community members are actively involved in class literacy and numeracy programs, sport and extra-curricula activities and work alongside school staff to strengthen our ties with the wider community. We also benefit a strong partnership with our very supportive Parent & Citizens Association.

Our school is part of the Lakes Learning Community and works in collaboration with other local schools to deliver professional learning programs designed to support teacher development. This alliance of schools also delivers an intensive Yr 6 to Yr 7 transition program ensuring that our students are settled, confident and ready to learn when they move on to high school.

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.

In the Learning domain, curriculum provision meets community needs and expectations and provides equitable academic opportunities. Through regular revision of teaching and learning programs, teachers and executive staff have been able to gauge the effectiveness of curriculum delivery. Teacher professional learning has been directed towards curriculum review and implementation as well as focusing on achieving relevant student outcomes, particularly in writing and integrated learning. The Literacy Policy has been rejuvenated with a scope and sequence that aligns with the Language Learning and Literacy (L3) strategy for literacy teaching. The mathematics and Personal Development, Health and Physical Education (PDHPE) scope and sequences were also developed through the three year cycle of the School Plan. In the Teaching domain, Professional Learning in Integrated Learning has served to enthuse the teachers and reinvigorate student engagement across stages. Quality teaching resources have been developed from this intensive and ongoing professional learning activity. This has demonstrated effective classroom practice where teachers are able to identify, understand and implement current effective teaching methods, with priority given to evidence based teaching strategies. In the domain of Leading, Strategic Priority Teams form the basis of school excellence, providing a critical structure for designing, implementing, evaluating and refining school learning priorities. Strong community involvement and consultation has been the cornerstone to the Leading domain as community expectations drive our planning in all aspects of schooling.

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-g>

Strategic Direction 1

Promote Quality Teaching and Learning

Purpose

- To build the capacity of teachers to deliver quality educational programs through the implementation of teaching and learning initiatives that lead students to be actively engaged in meaningful, challenging, learning experiences delivered through personalised, differentiated learning opportunities, catering for the 21st Century learner.

Overall summary of progress

Plotting, collection, collation and analysis of internal and external data regularly occurs with all data centralised to facilitate access for all teachers. Data systems are in place and functional, and regular review of these systems have been required to ensure staff are confident and have built the capacity to effectively use the systems in place. All teachers developed Personal Development Plans (PDP) and were observed in the delivery of lessons as part of the process. The Future Focused Learning Coach (FFLC) undertook regular professional learning with staff at a whole school, stage and individual level to support the development of skills by staff. Staff were exposed to a range of innovative technologies and implemented suggested pedagogies into their classroom resulting in authentic 21st century learning experiences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN data shows an increase in expected growth in reading, writing and numeracy when measured against the state and region as measured by three year trend data average.	\$101,574 – School Curriculum Leader \$37,481 – release time for Assistant Principals \$27609 – Professional Learning	Significant gains are evident in expected growth in writing, due to the implementation of a writing program in years 3–6. However, the expected growth for reading and numeracy did not indicate significant gains in growth over the three year trend data analysis.
NAPLAN data shows all students working above minimum standard in all areas.	\$17,950 – L3 program \$20,314 – Employment of an Aboriginal Resource Teacher \$5865 – Support for students with Low English Language proficiency	NAPLAN data demonstrates 100% of Aboriginal students working at or above National Minimum Standards in years 3 and 5. An increased number of students achieve in the proficiency bands in NAPLAN for reading, writing and numeracy.
Staff members develop a PDP with identified professional goals and evidence of achievement.	\$37,481 – release time for Assistant Principals	PDP goals developed and regularly reflected upon to ensure progress. Discussions with stage leaders and colleagues assisted staff to critically analyse their progress against identified goals
Increased number of students reach expected benchmarks in internal assessment data.	\$101,574 – School Curriculum Leader \$27609 – Professional Learning	An increased number of students met or exceeded minimum benchmarks in internal assessment data.
Rigorous and comprehensive assessment of student progress reflecting outcomes and continuum measures as plotted against individual performance benchmarks.	\$101,574 – School Curriculum Leader \$27609 – Professional Learning	A system of data collection established and is located centrally for access for all staff. Data has been regularly plotted on PLAN and monitored in a 5 to 10 week cycle from K–6.

Next Steps

In the 2018–2020 School Plan, the strategic teams will be reviewed and renamed to bring them into line with the Department of Education's Strategic Plan 2018–2022, with literacy and numeracy at the forefront of school expectations. The data collection systems in place will continue to be a priority, and staff professional learning will focus on the acquisitions of strong data analysis skills. This will ensure every student is engaged and challenged in their learning and data analysis drives the teaching and learning process.

Strategic Direction 2

Build Overall Capacity to Support Student Wellbeing

Purpose

- To develop a safe school environment that caters for the needs of individual students through the development of programs and processes that promote mental health and wellbeing. This will instil the values of respectful and responsible citizenship; and promote students' intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Overall summary of progress

The implementation and utilisation of learning management platforms (Sentral and ebs4) has been effective and staff have embraced the professional learning and support received in learning and administering these programs. The Positive Behaviour for Learning pedagogy was introduced to staff and students in the middle of the school year and was well received. However, due to significant changes in staff, the process did not reach desired goals set for implementation. Continued efforts to effectively implement the program will be a priority for 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students receiving desired number of 'You Can Do It' Badges in recognition of achieving school behavioural expectations.	\$31,513 – Additional resourcing of the learning and support program	The number of students receiving the "You Can Do It" badges exceeded the target of 30% set in the 2015–2017 school plan.
Reduction in negative behaviour referrals to the planning room.	\$31,513 – Additional resourcing of the learning and support program	Sentral data indicates an increase in planning room referrals initially with more effective reporting processes in place. As a result management of student behaviour has become more effective and has resulted in a drop of referrals for negative behaviour.
Students demonstrate greater resilience and positive behaviour techniques in the classroom and the playground.	\$31,513 – Additional resourcing of the learning and support program	Continued efforts in this area required.
Tell Them From Me Data reflects strong student connectedness in a safe and secure school environment.	\$15,936 – Employment of an Aboriginal Community Liaison Worker	Tell Them From Me data in the area of positive sense of belonging indicates 68% of students feel accepted and valued compared to the state average of 81%.

Next Steps

The Positive Behaviour for Learning pedagogy will be a key factor in supporting students in making positive choices for the classroom and playground, building their acceptance and value of themselves and others. The development of an effective PBL team will be a priority, and will meet every three weeks to plan for activities, organise school-wide weekly lessons, analyse data and develop initiatives for the students to take part in. Weekly lessons addressing school rules and expectations will be taught. Signage across the school, reinforcing the school expectations will be strategically placed in the school as a visual reminders for the school community.

Strategic Direction 3

Strengthening Community Partnerships

Purpose

- To build inclusive, collaborative community partnerships which, as a central focus, genuinely and authentically contributes to student engagement, learning performance and wellbeing .

Overall summary of progress

In 2017, there was an overall increase in parent participation within the school. Targeting particular parent groups, such as the Kindergarten parents helped to raise participation rates and build positive relationships amongst parents, teachers and students. The success of using social media platforms for parent communication was also evident with an increase in the uptake of Class Dojo communications, School Interview access and the Skoolbag and Facebook sites continuing to receive regular visits. This has resulted in strong attendances at major events within the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent surveys indicate an increase in their contribution to school life.	\$28,997 – Employment of a Community Liaison Officer one day per week	Feedback from the Tell Them From Me Parent survey indicated that 99% of respondents attended meetings or social events at the school, with 60% of these being on more than three occasions. Efforts to ensure parent/teacher communication is optimised will continue to be a focus.
Increase in the average rate of parent participation in information and consultation sessions at school.	\$28,997 – Employment of a Community Liaison Officer one day per week	Increased access to the website is evident, and parents report that the use of Dojo is helping to keep them informed of their child's progress.
To increase the number of parents engaging in P&C events/fundraising, and community learning sessions.	\$28,997 – Employment of a Community Liaison Officer one day per week \$6,484 – Aboriginal Program Initiatives	The attendance rates of parents and visitors to the school remains strong. Examples include: approx 200 parents and grandparents at events such as the Primary Athletics Carnival, Mothers' and Fathers' Day Breakfasts and Book Week Celebrations. There were over 350 visitors to the Easter Hat Parade. Consistent efforts to communicate event dates and times continues to be a priority.

Next Steps

In the future, more provision for flexibility around the timing of events and information sharing opportunities will be considered, to ensure parents have more opportunities to engage with teachers and students, and to attend school events. This can be more effectively achieved through the consistent use of social media platforms, such as Dojo, Skoolbag app or Facebook to advertise and remind the community of upcoming events. Gathering the data on how effective these interventions are will be a priority in the coming year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$42,734	Lake Munmorah PS had 39 Aboriginal students enrolled in 2017. Resources were allocated to the employment of additional teacher time to provide structured side by side support to targeted Aboriginal students who are currently below literacy and numeracy benchmark levels. Funds were also allocated to the employment of a community liaison officer who worked to build stronger engagement with families through the collective development of an outdoor learning area and adjoining bush tucker garden.
English language proficiency	\$5,856	Funds allocated were combined with the low level adjustment for disability funds allowing for students with low level English language proficiency to be intensively supported by the school's learning and support teacher and associated programs and resources. The school utilised the EALD progressions to identify students and through the development of individualised learning plans provided structured support. Pre and post plotting on the scales have shown steady progress in acquiring functional English language skills for all students.
Low level adjustment for disability	\$173,468	Funding was again utilised to support the development of teacher capacity to support students with additional needs in mainstream classrooms. Teachers of targeted students were provided release time to work with the school's Learning and Support Teacher to intensively plan, implement and evaluate individualised education plans. They also were supported in accessing quality professional development opportunities and through the allocation of school learning support officer time to support a student in a mainstream setting. Students performing considerably below benchmark levels were individually supported through the provision of the Multilit Reading Program, being a synthetic phonics program. These students have demonstrated considerable gains in reading levels.
Quality Teaching, Successful Students (QTSS)	Semester 1 – \$37,481 Semester 2 – \$86,541	Additional release time was provided for Assistant Principals to establish supportive practices to provide feedback to individual teachers on lesson delivery, programming, assessment and classroom management. In doing this, they also provided focussed support with accreditation processes and with individual teachers performance and development plans.
Socio–economic background	\$255,819	The equity funding for socio–economic background provides funding to schools to address the additional learning needs of students. These resources have been utilised to systematically build capacity for teachers through the engagement of additional staff to ensure the delivery of quality teaching and learning for students and

<p>Socio-economic background</p>	<p>\$255,819</p>	<p>the engagement of families in the learning progress of their children. The range of programs that have operated in the school utilizing this funding has included – implementation of the L3 program in K-2; the employment of a curriculum leader, a technology coach and a technology support officer, as well as a community liaison officer and a teacher to deliver STEM activities to students. The school technology room continued to be upgraded.</p>
<p>Support for beginning teachers</p>	<p>\$52,539</p>	<p>In 2017, six teachers attracted additional resources to provide them with structured support in their first two years of the profession. The funds were utilised to reduce teaching loads sufficient to support the development of their skills. Each teacher had the support of a mentor who undertook classroom observations and provided quality feedback and guidance. These teachers were also assisted by their mentor in accessing professional development activities focused on classroom and behaviour management strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and carers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	249	266	249	230
Girls	215	222	221	215

Student enrolments remain relatively stable with overall enrolment numbers being of a similar size over the last several years. There continues to be a very low level of mobility in the student enrolment with there being a similar level of leaving and receiving students throughout the year. Aboriginal student numbers remain stable with approximately 39 students enrolled in 2017. There are 2 students from Torres Strait Islander background. In 2017, the school had a low level representation of students coming from different cultural backgrounds with eight students indicating that they were born outside Australia and eleven students coming from backgrounds where English is not the first language in the home.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.6	95.1	95.2	94.5
1	94	93.3	94.3	94.7
2	95	94.4	93.8	93.6
3	94.6	94.3	94.2	92.8
4	94.5	92.4	91.6	93.5
5	93.6	92.2	91.9	91.7
6	93.2	92	93.3	90.2
All Years	94.2	93.3	93.4	92.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

In Semester 1, the school implemented the Phone Intervention Program (PIPS) to address full day and part day absenteeism. Results of this program showed a considerable improvement in attendance of students and provided an opportunity for greater engagement with families and the opportunity to work in partnership to increase the attendance of individual students. Alongside this, classroom teachers have upheld responsibility for monitoring student attendance and will contact families when a student is away from school. Concerns about student attendance is raised at the Learning Support Team meetings, and structured and supportive interventions were developed and implemented.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	6
Head Teacher(s)	0
Classroom Teacher(s)	18.14
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.18
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce.

In 2017, one member of the school teaching staff and one member of the school administrative and support staff identified as being of Aboriginal.

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	26

Professional learning and teacher accreditation

This year the total school expenditure on professional learning for teaching and non teaching staff was \$28,707. There are currently seven teachers in the process of gaining accreditation at the Proficient level and eight teachers maintaining accreditation at this level. There is one teacher in the process of gaining accreditation at a Lead Teacher level. All other teachers not currently accredited will be required to do so in 2018.

The school development day in Term 1 was dedicated to completing compliance training in the areas of Child protection, Workplace Health and Safety and Code of Conduct. This training is critical in ensuring staff are well equipped to manage their professional duties and responsibilities from the start of the year. In Term 2 the school development day was dedicated to the development of a new school vision statement and it's relevance in determining the goals and priorities of the school and staff were provided further professional learning on the new history, geography and science syllabi. This included the development of units to be taught during the rest of the year. In Term 3 the staff undertook a professional learning activity at the Sydney Centre for Innovation and Learning with the intention of broadening and deepening understandings about the importance of the creative use of space in the delivery of teaching and learning programs. This learning has led to teachers redefining their classroom space allowing for greater flexibility and purpose in learning. The remaining school development days covered mandatory anaphylaxis training, CPR, and emergency care. Seven Steps for Writing Success and the preparation for the introduction for the Positive Behaviour for Learning framework were also covered during these days.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	315,685
Revenue	4,673,189
Appropriation	4,510,541
Sale of Goods and Services	11,134
Grants and Contributions	147,659
Gain and Loss	0
Other Revenue	0
Investment Income	3,855
Expenses	-4,781,956
Recurrent Expenses	-4,781,956
Employee Related	-4,292,140
Operating Expenses	-489,816
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-108,768
Balance Carried Forward	206,917

The school budget aligns with the school plan and focuses on the three strategic directions for improvement determined by the school in consultation with the community. Through the Resource Allocation Model (RAM) our school has access to a range of resources to support our students including those available through the needs-based loadings allocated. Our school combines and uses our school's total resources flexibly to respond to the additional learning needs of all students in the school.

The school finance committee, comprising the Principal, leaders of the school's priority teams and the senior administration manager, determine the allocations of the school budget in line with the priorities detailed in the school plan. Budget submissions from the priority and quality system teams are received and considered in the October of the previous year. Monitoring of the school budget occurs through the use of budget tools and is undertaken by the school finance team each term.

The balance carried forward will be utilised to undertake maintenance and minor capital project works in 2018.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,022,856
Base Per Capita	73,537
Base Location	0
Other Base	2,949,319
Equity Total	477,877
Equity Aboriginal	42,734
Equity Socio economic	255,819
Equity Language	5,856
Equity Disability	173,468
Targeted Total	670,242
Other Total	228,626
Grand Total	4,399,600

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.

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.>

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands our school's performance in the 2017 NAPLAN testing showed that in Year 3 10% of Aboriginal students were in the proficiency bands in Reading and Numeracy. With the low number of Aboriginal students tested this year, conclusions about overall student performance cannot be reported on.

Parent/caregiver, student, teacher satisfaction

Staff, students and parents responded to the Tell Them From Me (TTFM) surveys and the following findings have come from the TTFM reports.

Students responded to questions related to their feelings about a sense of belonging (68% felt accepted by their peers), their behaviour at school (81% stated they did not get into trouble for disruptive or inappropriate behaviour) and 86% stated they try hard to succeed. Aspects that were particularly encouraging were the low percentage of students who indicated they were victims of bullying, the school was below the state average on this score. The majority of students felt their teachers were responsive to their needs and encourage independence and over 75% of Aboriginal students felt good about their culture and felt their teachers had a good understanding of their culture. One area that needs future consideration is the poor response to the question "Students do homework for their classes with a positive attitude and timely manner" Only 27% of Year 6 students responded positively to this question. A specific survey relating to homework will be sent out early next year.

Parent/Caregiver: The questions in this parent survey are based on the belief that successful schools encourage greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school decision making. The survey also provides feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Unfortunately the response rate to the survey was considerably low this year.

The responses have remained consistent in relation to questions about the school supporting positive behaviour and parents supporting learning at home. There has been a decline in the percentage of parents who felt welcome at school although a high percentage felt they could speak easily to their child's teacher. The section on *Two-way Communication* indicated a number of positives. Parents indicated the student reports were written in terms they understood and if there were concerns with their child's behaviour the teachers would inform them immediately. Fewer parents felt they were informed about their child's social and emotional development and about opportunities concerning their child's future. Only a small percentage of parents indicated they talk to their children about how important schoolwork is and how well their child is doing in class. There was a general level of satisfaction relating to the sections on *School Supporting Learning* and *School Supports Positive Behaviour* although parents indicated a poor response to the question "The school helps prevent bullying" The implementation of Positive Behaviour for Learning (PBL) next year will address this issue and consequently we should see a better response to this question in 2018. In relation to the section on homework the overall expectations between school and home were closely aligned. Most parents indicated they

were satisfied with the amount of time their children were required to spend on their homework. On average most students spent less than 30 mins a day, completing homework and mostly without supervision from parents. 19% of parents indicated they have responded to a request for their opinions on school planning. We would appreciate feedback on how we can increase parent input into decisions that impact on your children.

Staff: Teachers responded to questions involving the eight drivers of student learning. The results were pleasing and in all domains we were above the NSW government school mean and increased ratings from the previous year. Results indicated improved practice in technology integration as the NSW government mean was 6.7 and LMPS teachers scored 7.5. However, this area is rated at the lowest level in all eight areas and therefore will continue to be an area of focus in 2018. Within the domain where teachers were asked about parent involvement in their child's learning the NSW government mean was 6.8 and LMPS teachers rated it at 7.9. The results indicate that the staff believe the school is moving in a positive direction and report that they feel supported and are provided with effective leadership.

Policy requirements

Aboriginal education

All staff are strongly focused on improving outcomes for Aboriginal students and ensure that all curriculum experiences integrate cultural perspectives and meaningful learning opportunities on Aboriginal perspectives for all students. Teachers have implemented the 8 Ways of Learning pedagogy after receiving training in this in 2016. Teachers continue to utilise the 'Pirozzo Grid Matrix' planning platform to successfully integrate Aboriginal perspectives into curriculum material. As a result of these professional learning experiences, teaching programs are showing an increased level of Aboriginal perspectives being incorporated into teaching and learning programs in all classrooms. This year the school employed an Aboriginal Resource Teacher to support the learning of targeted Aboriginal students performing below expected benchmarks and to identify and support students who were not performing at their potential learning level. Individualised programs were developed and implemented to support their learning, resulting in improved outcomes for all students. This teacher worked in collaboration with the Aboriginal community engagement officer and with community members to commence the installation of an Aboriginal 'Bush Tucker' garden. The school successfully received a grant for this project at the end of 2016 allowing this project to be completed this year. All Year 5 and 6 Aboriginal students were involved in all significant Aboriginal cultural days that were celebrated throughout the year and a revamped Personalised Learning Pathways (PLP) process was implemented, building a consistent approach to that conducted by Lake Munmorah High School. "Yarn Up" sessions are

held with parents in the development, monitoring and evaluation of these PLPs. The school participates actively in the local Aboriginal Education Consultative Group (AECG) and the school led the development of a Local Management Group (LMG) Aboriginal Education Network, which commenced in Term 4 and will continue into next year as an Aboriginal student transition team.

Multicultural and anti-racism education

Lake Munmorah Public School upholds a school environment and culture underpinned by student wellbeing and harmony. Each year the school highlights the principles of diversity, inclusion, tolerance and open attitudes through our 'Harmony Day' activities in March. This is continued in classrooms each and every day where teaching and learning programs incorporate studies and learning that develop intercultural understandings and promote positive relationships, allowing all students to be able to actively participate in Australian society. Students from culturally diverse backgrounds are well supported and teaching and learning programs are designed to be sensitive to their cultural, linguistic and religious backgrounds. This year we had the opportunity to employ a teacher to provide structured support to targeted students in the development of their functional English language skills. The school utilises funds allocated through the resource allocation model to broadly support students who are coming from backgrounds where English is not spoken as the first language in their home. The school has trained two staff members in the role of anti racism contact officers and they play an educative role in countering racism in the school and assist the principal in managing incidents of racism if they occur. The school is very mindful of the need to maintain close contact with culturally diverse families and teachers will specifically contact these families to ensure that they understand what is happening in the school and in regards to their child's education and if necessary will employ the services of an appropriate translator to assist their contact and communication with the school.

Other school programs

Environmental Education

Program Inspire afternoon allowed the students to participate in activities such as vegetable gardening, Bush Tucker garden and outdoor design.

K-2 extended classroom programs outside for practical lessons and followed food from 'Paddock to Plate'.

Friendship poles and possum boxes were designed and created as an addition in various gardens around the school.

Students entered the CC Council Environmental competition with their initiative for recycling food scraps for worm farms.

Family and Community Programs

2017 we targeted a variety of subject areas suggested in parent surveys. There was a heavy focus on the new kindergarten parents and the inclusion of external guest speakers.

LMPS increased parent attendance at educational learning sessions across the board:

PAT sessions (Parents as teachers) attendance increased by 167 %

LINKS kindergarten transition program attendance increased by 18%

Student lead conferences increased by 2.6%

With the recruitment of a CLO, LMPS continued to have productive partnerships with AECG, Brian Hilton Wyong, Doyalson RSL and Lake Munmorah Bowling Club. The Classroom Connectors program is in the foundation year and requires further extension.

Communication with parents have has continued to rise. 96% of parents surveyed would like to see DOJO as a form of communication. All teachers are using DOJO as a communication tool. LMPS has also updated our Facebook and introduced *School Interview* online bookings and *Skoolbag* app to further enhance our connection with the community.

Opportunities to engage the community included events such as open days, Colour Run, Astronomy evenings, Mother's and Father's Days, Family Fun Night and Assemblies of Excellence. School events have been very well attended by families (TTFM survey indicated that a higher % of parents are attending social events)

CHOIR

This year Lake Munmorah PS choir successfully participated in the Central Coast Choral Festival. Students were part of a choir consisting of over 1000 students from DoE public schools across the Central Coast region, who participated in this bi-annual event. Our students sang as part of this massed choir in one of three shows, with great reviews.

LMPS Concert Band

This year has been the 2nd year running of our new concert band. We have had expressions of interest for new students to participate in 2018 and we hope to keep the music performance opportunities growing for the students of LMPS.

It is exciting to see the enthusiasm of students performing and having a love of music. This has broadened the students' musicianship and allowed them to work in a team environment with other students with similar interests.

Sport

In 2017, LMPS students have been offered a variety of opportunities to explore their sporting talents. Some

highlights include:

- **School carnivals.** All students from Years 3–6 participated in three carnivals, Swimming, Cross Country and Athletics. Children turning eight in Year 2 were also invited to attend these carnivals. Younger years participated in a whole-school sports day.
- **Sport house revamp.** Our sports houses of Macquarie, O'Connor, Carter and Freeman were given new and exciting war cries, new house signage and a new house points board. This has encouraged a strong team spirit this year. Macquarie were proud winners of both the Athletics and Cross Country Carnival, and O'Connor winners of the Swimming Carnival and overall champions.
- **Sports rewards and recognition.** Sporting achievements have been rewarded throughout the year, including age champions and house champions after each carnival. LMPS took home the Zone Champion shield for swimming, and age champions at the Zone Swimming and Zone Athletics carnival.
- **P&C support.** The P&C have provided exceptional support during sporting events this year. The highly successful and enjoyable Colour Run was definitely a highlight.
- **Primary School Sports Association.** Students participated in a variety of PSSA State Knockout sporting competitions inclusive of Netball, Soccer, Touch Football, Rugby League, Softball and Basketball. Non PSSA sports offered include Rugby 7's and Oztag.
- **Premiers' Sporting Challenge.** All classes took part in the Premiers' Sporting Challenge. Students monitored and improved their own level of fitness and received certificates at the end of year assembly.
- **Professional coaching.** All students were given the opportunity to partake in sports lessons run by professional sports coaches. Touch Football NSW or Gymnastics NSW provided exceptional teaching of sport skills, and advanced equipment.
- **Celebrity visit.** The school were visited by Olympic Swimmer Craig Stevens who talked about his highest achievements and the importance of keeping healthy.