Introduction

The Annual Report for 2018 is provided to the community of Narrabeen Lakes 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.

Susan Tickle
Principal

School contact details

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1299 Pittwater Rd
Narrabeen, 2101
www.narrablks-p.schools.nsw.edu.au
narrablks-p.school@det.nsw.edu.au
9913 7077
Message from the Principal

It is with great pleasure that I present the 2018 Annual Report. This report highlights and celebrates many of the excellent achievements of our students and school throughout the year. It is a testament to the hard working staff and parent community, who provide a large range of academic, performing arts, sport and leadership opportunities for our students.

All members of our school community worked collaboratively to ensure continued improvements across all endeavours. Our staff participated in ongoing professional learning on 'Differentiation in Mathematics,' to support our students and provide individualised learning. Our participation as a supplementary Early Action for Success school used evidence based research to improve student learning outcomes and provided teacher performance and development on effective teaching strategies and interventions in literacy and numeracy. Staff implemented Professional Development Plans to achieve individual professional learning goals, stage and school goals.

Our Instructional Leader and Executive team embedded explicit systems for teacher collaboration, classroom observation and modelling of effective practice and student feedback. These practices saw improvements in teaching practices and student outcomes across mathematics and writing, in particular. We were also able to support differentiated learning across the school through the use of digital and mobile technologies within classrooms. We foster real–life learning experiences that are designed to empower literate, numerate, creative and confident citizens.

At Narrabeen Lakes, we care for and successfully work with students to foster the resilience and critical thinking they will need to adapt and respond effectively to the changes of tomorrow.

I would like to thank all parents who put such an amazing effort into fundraising this year. The activities were fun and embodied our community spirit. Thank you to all parents who gave their time to volunteer for various activities. Our dedicated teams worked tirelessly in the canteen, uniform shop, book club, bands, and as parent readers, I'd like to extend our sincere gratitude and thanks for playing such important roles in our school. It is a privilege to be the Principal of such an amazing school.

Kind regards,

Susan Tickle
Message from the school community

What an incredible year at Narrabeen Lakes Public School. As the President of the P&C for the last four years, I have had the opportunity to work closely with our principal and school community.

Throughout the year, the P&C hosted a number of different activities. We had our 'Welcome Breakfast' in February for all the returning and new families to take the opportunity to meet the teachers in a less formal setting and to be able to enjoy just being with our school families.

A big thank you to the volunteers who assisted in making this a fun morning. As the school relies on fundraising to bridge the gap between the Department of Education and school funds we do $5 lunch deals consisting of a Sausage sandwich, sweet treats and a drink. These are so successful and the children absolutely love a day off from the standard packed lunch and, along with this, brings a fun vibe. Again, days like this simply cannot go ahead without the incredible volunteers. We stand to make roughly $1200 after expenses so this is definitely a worthwhile exercise.

Our Mothers/Father's Day Stalls are always wonderfully successful days, not only for our parents, but also for our school. We raised a combined amount of roughly $5000.

Sarah Jones, our fundraising queen, after 18 dedicated years at NLPS, has seen her last child walk out of our gates. THANK YOU SARAH for your continued love and support of our little school. We will miss you greatly.

When I sit back and reflect on what we have achieved over the school year, I get goosebumps.

It is a lot of hard work but made all the more worthwhile to see all that it brings such as, new iPads, readers, new class room equipment. The list is endless.

We are only limited by financials; the P&C fee contributions play a major factor in what we can achieve for our children. Our wish list is forever growing and is limited only by our own imagination.

So much is yet to happen and I look forward to yet another incredible year at NLPS.

Kind Regards,

Annie Kent.

P and C President
School background

School vision statement
At Narrabeen Lakes Public School our mission is to provide a nurturing environment where students are valued as individuals and where they are engaged in purposeful and future focused learning. Teachers and staff work in partnership with families and the community to set high expectations for success and excellence so that all students achieve their full potential as learners and become responsible, productive, global citizens.

School context
Narrabeen Lakes Public School is a dynamic, medium sized school of 415 students, staffed by professional, dedicated teachers renowned for their capacity to expertly cater for students from very diverse backgrounds and to provide a wide variety of exceptional educational opportunities.

Whilst particular emphasis is given to high quality teaching and learning programs relevant to the needs of 21st century learners, we provide a range of activities to further enhance educational opportunities in science, dance, drama, choir, music, creative arts and sport.

An outstanding feature of Narrabeen Lakes Public School is the sense of purpose shared by the school community and the supportive relationships that underpin this. Our caring and committed staff works in partnership with parents to inspire students to succeed and achieve their personal best.

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 mathematics, teachers used pre– and post testing as a diagnostic tool to determine students' strengths and areas requiring support. Teachers allocate fluid groupings, differentiate teaching, and monitor the effectiveness of teaching and learning programs. This individualised learning approach was supported through demonstration lessons and ongoing professional learning. With the assistance of our Instructional Leader, our teachers embraced this practice and ensured that learning was adjusted, scaffolded and extended, catering for all students. The impact of this is that students are demonstrating greater success in learning mathematics.

Teaching
Teachers participated in weekly professional learning sessions in line with our school strategic directions. Quality Teachers, Successful Students (QTSS) funds were used to build the capacity of teachers through team teaching, classroom observations and visits to other schools. Teachers also participated in external workshops to achieve the goals in their Professional Development Plans. Teachers combined the language of growth mindset with the language of 'Visible Learning' in their classrooms to improve student motivation and learning. Teachers participated in workshops on Critical and Creative Thinking with 'Minds Wide Open' to support Futures Learning pedagogy.

Leading
Leadership capacity building has been a focus for our school Executive team. All Assistant Principals attended the Art of Leadership professional learning course. All members of the leadership team have a broad understanding of, and support for, school expectations and aspirations for improving students' learning across the school community. Monitoring, evaluation and review processes are embedded, with accompanying timelines and milestones, direct school activity towards effective implementation of the school strategic plan. Resources are strategically used to achieve improved student outcomes. Leadership practices and processes are responsive to school community feedback.

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:

## Strategic Direction 1

Quality Data & Student Feedback

### Purpose

Collecting and analysing quality data that will inform Evidence Based Practice to create intensive personalised assessment, tracking and monitoring of students. This will inform best practice and the complex literacy and numeracy needs of all students.

### Overall summary of progress

The collection of quality data and student monitoring of student progress has been successful, due to the assistance and expertise of our Instructional Leader.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of staff K–2 are using diagnostic assessment in Schedule for Early Number Assessment (SENA) benchmarking to guide and monitor student learning through implementation of the learning progressions.</td>
<td>$2200 for Professional Learning and casual relief from literacy and numeracy funds.</td>
<td>All students being tracked in PLAN 2 and Instructional Leader (IL) evaluating for focus areas next year. Staff professional learning and support in mathematics.</td>
</tr>
<tr>
<td>100% of staff in K–2 will work with the Instructional Leader to improve student growth, as evidenced by benchmark &amp; SENA results. K – 2 staff will plot 5 students on 4 aspects of the progressions.</td>
<td></td>
<td>All students being tracked in PLAN 2 and Instructional Leader (IL) evaluating for focus areas next year.</td>
</tr>
<tr>
<td>K–2 staff will have engaged in targeted and specific professional learning in early interventions in numeracy/ literacy.</td>
<td>$2200 on professional Learning.</td>
<td></td>
</tr>
<tr>
<td>3 – 6 Staff will plot 5 students in PLAN2 (Planning Literacy and Numeracy) Software for 4 aspects of the literacy and numeracy progression.</td>
<td>$2700 Matific Subscription K–2.</td>
<td>All students being tracked in PLAN 2 and Instructional Leader (IL) evaluating for focus areas next year.</td>
</tr>
<tr>
<td>Growth for students in all aspects of literacy and numeracy is at or above 'Similar School Groups' or Northern Sydney Department of Education average.</td>
<td>$1492 Maths resources.</td>
<td>Improved student outcomes evident as a result of differentiated programs in Numeracy.</td>
</tr>
</tbody>
</table>

### Next Steps

The tracking and monitoring of students will need to continue to guide our school programs, strategies and interventions in literacy and numeracy. Processes for monitoring of student growth and progress should now be addressed.
Strategic Direction 2

High expectations and Best Practice

Purpose

Building capacity through targeted professional learning and development in which every staff member participates in ongoing relevant and evidence based learning and practice in numeracy and differentiation.

Early Action for Success (EAfS) enables interventions and strategies to support students in the early years of school through the NSW Literacy and Numeracy Strategy 2017 – 2020. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

Overall summary of progress

Our numeracy practices are vastly improved due to differentiated classroom mathematics lessons. Students are visibly more engaged when learning mathematics and teachers have reported they are able to support and extend students more successfully.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of staff and students engaged in using technology for collaboration and SAMR model embedded in programs.</td>
<td>$15,000 Chromebooks 3 – 6 and ipads K–2.</td>
<td>Critical and Creative Thinking embedded in class programs and integrated into IBL Units.</td>
</tr>
<tr>
<td>Increase percentage of students above State average in Numeracy Benchmarks.</td>
<td>$3200 purchase of Tech PM Benchmark kits and PAT Assessment.</td>
<td>Standardised assessments for monitoring students' progress and achievement.</td>
</tr>
<tr>
<td>Participating in professional learning on critical and creative thinking which is embedded in teacher programs.</td>
<td>$3450 Staff release and professional learning. $12,000 professional development in quality literacy and numeracy strategies.</td>
<td>Professional development in quality literacy and numeracy strategies has increased so teachers are more able to support students through a differentiated curriculum in literacy and numeracy.</td>
</tr>
<tr>
<td>K–6 staff are using pre–testing to inform mathematics teaching and learning programs and differentiating in mathematics.</td>
<td>Essential Assessment</td>
<td>Evidence of quality differentiated practice in mathematics in K–6.</td>
</tr>
</tbody>
</table>

Next Steps

A focus on assessment for learning will be a priority in 2019. Mathematics pre– and post– tests will be created to inform programming and teaching and learning. These will also be used as a diagnostic tool and a source of data to inform learning support needs.
Strategic Direction 3

Enhancing Communication Practices and Parent and Community Engagement

Purpose

To enhance, synthesise and streamline our communication practices to support student engagement, parental involvement and ability to collaborate. Where every student is engaged in purposeful and future focused learning to achieve their full potential as a learner and a responsible, productive, global citizen.

To build an educational community through further developing school partnerships throughout educational experiences from pre–school to high school.

Overall summary of progress

We have created a Narrabeen Lakes Public School Facebook and Twitter account. All teachers are also using SeeSaw as a digital platform to engage our parent community in their students' education. The Schoolzine newsletters are now weekly and this has improved the sharing of achievements and communication of events.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of families are happy with communication practices through ‘Tell Them From Me’ (TTFM) and 70% use Schoolzine as a communication channel and improved engagement through facebook and twitter.</td>
<td>Tell Them From Me Survey Schoolzine</td>
<td>Number of parents using TTFM to provide feedback needs to be improved.</td>
</tr>
<tr>
<td>Increased parent participation and engagement at school in literacy/ maths groups and other school programs.</td>
<td></td>
<td>Increased parental engagement and satisfaction with the school communicating dates, events, activities and student/school successes.</td>
</tr>
<tr>
<td>100% of classes using seesaw as a means of communication with students/ parents/ teachers.</td>
<td>$1750 implementation of configuration software for IPADS.</td>
<td>More parents are aware of school communications and activities. There is more two way communication about student learning and engagement through SeeSaw app.</td>
</tr>
</tbody>
</table>

Next Steps

More parent information evenings and sessions will be available next year and also an increased presence on SeeSaw and Facebook as this is a popular and well used digital platform.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>$5,590</td>
<td>11 students have identified as Aboriginal background and the funding was spent on teacher release to develop Personalised Learning Plans (PLP) as well as support student wellbeing.</td>
</tr>
<tr>
<td></td>
<td>• Aboriginal background loading ($3 500.00)</td>
<td></td>
</tr>
<tr>
<td>English language proficiency</td>
<td>$26,042</td>
<td>Approximately 26% of our students have parents who speak a language other than English at home. Constituting 43 different languages with the most prevalent being Portuguese. 18 students last year received direct withdrawal support, 4 of these students were funded by the New Arrivals Program and received intensive English language support. Two students are from a Refugee background. Specific programs for EAL/D students target reading and oral fluency, spelling, grammar and writing. Students in these programs are monitored through class teachers and the Learning and Support team.</td>
</tr>
<tr>
<td>Low level adjustment for disability</td>
<td>$105,855</td>
<td>These funds included a staffing entitlement of 0.7 Full time Learning and Support teacher (LaST), and flexible funding was used to employ 3 fulltime Student Learning Support Officers (SLSO). These SLSOs worked within classrooms to support teachers in the learning accommodations and adjustments of students with special needs and learning disabilities.</td>
</tr>
<tr>
<td>Socio–economic background</td>
<td>$25,072</td>
<td>This money was used to purchase additional reading and curriculum resources to support students in all classrooms.</td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td>$4,063</td>
<td>Early career teachers were supported with a mentor and given additional planning time on a monthly basis. Individual teachers are supported on professional learning courses, with an emphasis on early career development. Additional weekly release time was also provided.</td>
</tr>
<tr>
<td>Targeted student support for refugees and new arrivals</td>
<td>$1,1187</td>
<td>Support was given to refugees and new arrivals by our Learning and Support teacher who worked with classroom teachers to provide targeted support and intervention.</td>
</tr>
</tbody>
</table>
### Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>229</td>
<td>216</td>
<td>225</td>
<td>224</td>
</tr>
<tr>
<td>Girls</td>
<td>182</td>
<td>193</td>
<td>206</td>
<td>199</td>
</tr>
</tbody>
</table>

### Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.5</td>
<td>94.7</td>
<td>94.2</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.2</td>
<td>92.9</td>
<td>93.4</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95</td>
<td>93.3</td>
<td>93.4</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.6</td>
<td>95.4</td>
<td>93</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.7</td>
<td>93.8</td>
<td>93.4</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.6</td>
<td>95.1</td>
<td>94.9</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>88.7</td>
<td>93</td>
<td>93.6</td>
<td>92.7</td>
<td></td>
</tr>
<tr>
<td>All Years</td>
<td>93.2</td>
<td>93.9</td>
<td>93.7</td>
<td>93.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State DoE</th>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.4</td>
<td>94.4</td>
<td>94.4</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.8</td>
<td>93.9</td>
<td>93.8</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94</td>
<td>94.1</td>
<td>94</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.2</td>
<td>94.1</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94</td>
<td>93.9</td>
<td>93.9</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94</td>
<td>93.9</td>
<td>93.8</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.5</td>
<td>93.4</td>
<td>93.3</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>All Years</td>
<td>94</td>
<td>94</td>
<td>93.9</td>
<td>93.4</td>
<td></td>
</tr>
</tbody>
</table>

### Workforce information

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>16.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>3.22</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

Narrabeen Lakes Public School has one staff member who has identified as being of Aboriginal background.

### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>10</td>
</tr>
</tbody>
</table>

### Professional learning and teacher accreditation

Two beginning teachers finished their accreditation in 2018. Professional learning focused on literacy, numeracy, student wellbeing, coding, science, history and geography.

### Management of non-attendance

Classroom teachers record all partial or full absences in class rolls daily. This includes recording late arrivals and early departures. Student attendance is monitored, and unexplained or unjustified student absence followed up with school executive.

Support from the Home School Liaison Officer (HSLO) is provided for incidents of frequent or prolonged non-attendance at school.
Financial information

Financial summary

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

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
<td>254,443</td>
</tr>
<tr>
<td>Revenue</td>
<td>3,688,720</td>
</tr>
<tr>
<td>Appropriation</td>
<td>3,430,551</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>610</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>249,459</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>1,500</td>
</tr>
<tr>
<td>Investment Income</td>
<td>6,599</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>-3,555,808</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-3,555,808</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-3,134,177</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-421,632</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>0</td>
</tr>
<tr>
<td><strong>SURPLUS / DEFICIT FOR THE YEAR</strong></td>
<td>132,911</td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td>387,354</td>
</tr>
</tbody>
</table>

**Base Total**

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Total</td>
<td>3,006,575</td>
</tr>
<tr>
<td>Base Per Capita</td>
<td>83,342</td>
</tr>
<tr>
<td>Base Location</td>
<td>0</td>
</tr>
<tr>
<td>Other Base</td>
<td>2,923,233</td>
</tr>
</tbody>
</table>

**Equity Total**

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity Aboriginal</td>
<td>5,590</td>
</tr>
<tr>
<td>Equity Socio economic</td>
<td>25,072</td>
</tr>
<tr>
<td>Equity Language</td>
<td>27,334</td>
</tr>
<tr>
<td>Equity Disability</td>
<td>105,855</td>
</tr>
</tbody>
</table>

**Targeted Total**

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Total</td>
<td>100,690</td>
</tr>
<tr>
<td>Other Total</td>
<td>79,219</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>3,350,334</td>
</tr>
</tbody>
</table>

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.

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.

We have a student cohort with wide-ranging abilities at NLPS. However the number of students performing in the higher bands has increased significantly over the last few years. Future targets will focus on writing strand and improving our students results in this area.
Our 2018 focus has been on differentiation and numeracy interventions which provide support and extension to students.
Our students who identify as Aboriginal have made significant progress and growth.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver, Student, Teacher satisfaction survey.

Each year schools are required to seek the opinions of parents, students and teachers about the school.

This year Narrabeen Lakes Public School sought opinions of parents, students and teachers on communication mathematical learning and homework, via the ‘Tell Them From Me’ surveys.

158 students from Years 4–6, 22 teachers and 9 parents responded.

The responses from teachers, parents and students are presented below:

• Research has shown that eight of the most important drivers of student learning are – Leadership, Parent Involvement, Inclusiveness, Technology, Teaching Strategies, Data Informs Practice, Learning Culture and Collaboration.

• Unfortunately, with only 9 parents responding to the survey, we are unable to report on any significant parental feedback. In 2019, we will ensure that parents are better informed about the survey process and are given adequate time and resources to complete the survey.

• 95% of students stated that they are not disruptive or display inappropriate behaviour in class.

• 94% of students believe that schooling is useful in their everyday life and will have a strong bearing their future. In 2019, we will be working on programs to develop the whole child and encourage to all students to feel that school is useful in their everyday life.

• 57% of students reported to have a positive attitude to completing homework. We look forward to working with parents, students and teachers to finalise the new Homework Policy in 2019 and furthering our commitment to quality teaching and learning for all our students.
• 21% of students reported that they have been subjected to bullying at school or over the internet. Although this is lower that the NSW Government school norm of 36%, we are working on delivering programs such as Got It and 2nd Step to ensure students feel comfortable and safe at school.

• Narrabeen Lakes teachers reported great Teaching Strategies that included clear expectations for students to be the most important factor for students to succeed. They also reported that a Learning Culture that promoted high expectations for student and monitoring of individual progress to be the next most important. Teachers also reported that there is a strong culture of Inclusiveness at Narrabeen Lakes Public School.

• 85% of teachers agreed or strongly agreed that School Leaders and leading improvement for change and that the Narrabeen Lakes Public School strategic vision was communicated well by School Leaders.

Policy requirements

Aboriginal education

Aboriginal perspectives are included in all key learning areas at Narrabeen Lakes Public School using the 8 Ways Pedagogy.

The Peninsula Community of Schools (PCS) Aboriginal Education Committee meets twice each term to discuss current issues relating to Aboriginal education and plan each school's contribution to NAIDOC Week activities. The committee includes input from outside agencies (AECG, Aboriginal Education Officer, local Environmental Education Centres, Manly Warringah Pittwater Aboriginal Support Group and, importantly, school community members) to enhance our programs.

Students and teachers continue to use meaningful, personal acknowledgements at assemblies, special functions and in the classroom each morning. This brings a better understanding of connection to country and respect for learning on Aboriginal land.

History units have encompassed human rights movements such as 'Freedom Riders' and Eddie Mabo. The study of influential and inspiring Aboriginal women was also included.

Inquiry/Based Learning took place in Term 4, the result of which was a collaborative effort including community, Bunnings, Aboriginal Education Officer and our general assistant to formulate a plan and expenses involved in creating a bush tucker garden and yarning circle.

Personalised Learning Programs have continued, in partnership with students and their parents/carers. They are a meaningful way of maximising students' learning outcomes.

The main Harmony Day activity was the study of Aboriginal symbols as a precursor to the students creating their personal symbol. These have been painted on small rocks and will be used as an installation in our yarning circle area.

The NAIDOC art exhibition was again held at Warriewood Square Shopping Centre with the handover of the message stick from Narrabeen Lakes Public School to Wheeler Heights Public School. The theme was 'Dalang–gal' (talking place). This enhanced our theme and offered the opportunity for greater exposure outside school by involving our local community. The PCS message of valuing Aboriginal heritage and caring for country was highly successful, with the work included in the travelling art show being used for the PCS school calendar.

The PCS NAIDOC Week celebrations and sleepout were held at Wheeler Heights Public School. The theme was 'Ngalawa' (to sit with people) and incorporated Aboriginal games, dancing and music as well as a yarning circle. Community members, students of Aboriginal descent and their families, Aboriginal Education Officer, Elders from surrounding communities were invited to attend.

Multicultural and anti-racism education

At Narrabeen Lakes Public School, students’ values are developed through a range of studies in all curriculum areas. Acceptance, tolerance and inclusion of various cultural groups are highly valued principles which we embed in all aspects of school life.

Our community highly values the range of cultural backgrounds within our family groups.

The English, history and geography syllabus documents have a strong focus on Asian, multicultural and Aboriginal themes. As an example, Year 2 students...
studied the culture of Japan and enjoyed learning about how life is different in Japan as compared to Australia. They also created beautiful cherry blossom artworks.

Mrs Chen taught Mandarin lessons to all classes in Years K – 6. Children not only learn the Mandarin language, but also take part in calligraphy, art and dance lessons. They learn about Chinese culture and festivals. In particular, students enjoyed learning about the Spring and Moon Festival. They also learned about the significance of lanterns in Chinese festivals and each student, or class group, created lanterns for a spectacular display during ‘Illuminate’.

Children in all stages participated in a whole school activity to celebrate Harmony Day. Each class was assigned a letter from the words ‘Harmony Day’ which were drawn onto large sheets of cardboard. In classes, students decorated each letter with pictures, poems, and designs depicting their ancestral heritage. Students also shared stories from their culture with their classmates. The large letters were then reassembled and displayed in the school grounds.

Our school was fortunate to have the first performance in a school by the group, ‘Wynnis’, as part of the Musica Viva in Schools Program. The ensemble, from the Torres Strait Islands, performed a variety of original songs and dances and shared stories to the culture and history of their homeland.

As the Anti–Racism Contact Officer, Mr Phillips attended several professional learning courses and participated in on–line forums, meeting with Anti–Racism officers from other schools, discussing issues related to racism within schools and how to foster a sense of acceptance and inclusion for all.

Other school programs

Science

2018 was a transitional year for science at Narrabeen Lakes Public School. With the target of moving science back into the classroom and implementing the new syllabus, teachers received professional development and were given an opportunity to trial completed units within their classroom.

During Term 3, a new science committee was formed and members attended the course: Teaching the New Science Syllabus with Confidence. This resulted in the development of an 18 month plan that allowed science to be taught confidently and consistently across K–6. All grades were represented in the science committee, which allowed authentic and relevant Inquiry Based Learning (IBL) topics to be selected and a draft scope and sequence to be built.

In anticipation of classroom teachers teaching science, relevant and up to date resources and units of work were organised and catalogued in the science space and in the library.

The science committee was created with the goal of developing units that allow students to explore scientific and technological concepts and gain knowledge and understanding of the world. These units exposed students to new concepts that allowed them to develop skills in conducting scientific investigations and designing and producing solutions through learning about the Living World, Material World, Physical World, Earth and Space, and Digital Technologies.

During Term 4, each year group completed their new unit and feedback was brought back to the science committee to enable continual development of rich and relevant units of work. To ensure units were thorough and to allow teachers to deliver them with confidence, the science committee took the feedback to develop units of work ready for Term 1, 2019.

Due to the changes, science and technology can now be an integrated discipline that fosters in students a sense of wonder and curiosity about the world around them and how it works. All units of work encourage students to embrace new concepts and encourage students to learn through trialling, testing and refining ideas.

With science moving into the classroom, science and technology now provides an extra opportunity to develop the building blocks of inquiry and students’ abilities to solve problems. Students are provided with opportunities to develop understanding based on evidence and reason. These skills enable students to participate responsibly in developing innovative ideas and solutions in response to questions and situations relevant to personal, social and environmental issues as active global citizens.

The new units focus on a practical application to promote genuine learning opportunities for students. The application of Working Scientifically and Design and Production skills in the context of Narrabeen Lakes, enables students to develop a sense of accomplishment and enhance their skills in inquiry and manipulating tools and materials to produce solutions. These skills are important in preparing students to succeed in a rapidly developing technological world.

Our new IBLs provide students with the opportunity to make meaningful connections with other learning outcomes of the K–6 curriculum in English, mathematics, history, geography, creative arts, languages and PDHPE. Students explore natural phenomena and the built environment for the opportunity to develop a sense of achievement by using the practical application of knowledge in the development of solutions.

Digital Technologies were embedded in all key learning areas, as well as programs such as coding clubs outside of the classroom that explore key concepts from computer science, information systems, software engineering and project management. These key concepts form the intellectual underpinning of Digital Technologies that take it beyond the current technologies and skills.
Coding

This year coding has become more of an integral part of teaching at Narrabeen Lakes Public School as a way to cater for the changing needs of learners in the 21st century. Teachers were introduced to Scratch Jr during an afternoon Teacher Professional Learning (TPL). Teachers were able to play around with the software and come up with ideas of how to integrate coding into their classrooms.

A weekly lunch time coding club was introduced to students in Years 3–6. Students were able to come each week and learn new coding skills. They were introduced to coding using Code.Org and Scratch. Through self–guided tutorials students learnt how to write algorithms, loop, debug, use computational thinking and problem solve.

Kindergarten has been using Beebots to learn the basics of coding. In Terms 3 & 4 selected students participated in Kindergarten coding extension group run by Miss Hannah Martin.

Selected students from Years 1 and 2 participated in a Stage 1 Coding extension group run by Miss Ella Lyons in Terms 3 & 4. Students used Scratch Junior to create interactive video games that they would then present to their peers.

Selected students from Years 3 and 4 participated in a Lego robotics extension group run by Mr Luke Skinner. Stage 2 Robotics involved the building of robots using the NXT Lego Mindstorm equipment. Teams were tasked to move their robot along a defined path and involved coding, collaboration and problem solving skills.

Years 5 and 6 used coding to animate their names to be displayed during the schools light festival, 'Illuminate'.

Dance

During 2018, children at Narrabeen Lakes Public School were able to choose to participate in extra–curricular dance. The groups were run before school and at lunch times by Mrs Skye Syron. The all–inclusive philosophy of our school means we do not audition students for our dance groups as this may lead to the exclusion of children who may have a physical, social or intellectual disability. Although a user–payer system applies, we believe that the opportunity of attending dance classes should be open to all student. Sometimes, this is the only dance class that students are able to access.

Throughout the year we were able to offer three dance groups, Junior: Year 2 Group, Intermediate Years 3 & 4 Group and Senior Years 5 & 6 Group. We have over 100 students participating in the dance groups from Years 2–6.

Throughout 2018, dance students had a lot of fun participating in weekly classes which involved learning choreography and developing their dance skills. Each group also gain a lot of experience performing on stage at many different venues. The senior group performed their contemporary piece '5th Element' at the Sydney North Schools Dance Festival in Term 2. Students had such a successful performance that they were chosen to dance at the NSW State Dance Festival during Term 3. Students from the senior group also got the opportunity to attend a contemporary dance workshop with industry professional Dean Glanville during the festival rehearsals. The intermediate group performed their contemporary piece 'True Colours' at the Peninsula Community of Schools Music Festival and again at the schools light festival, 'Illuminate'. The junior group had their debut performance of their item 'Can't Back Down' at the schools light festival, 'Illuminate', in Term 3.

Students with disabilities

Narrabeen Lakes, for many years, has integrated into its mainstream classes, students who have intellectual, social or physical disabilities, as well as students who have chronic and/or severe health conditions. The students' inclusion in all aspects of our mainstream school is supported by personalised learning plans. Most classroom teachers have some help from a Student Learning Support Officer (SLSO) for a few hours each day. This support ensures each child has equitable access to all learning opportunities our school has to offer.

All members of staff are part of a very active Learning Support Team (LST) which meets regularly to monitor, recommend, plan, share, adjust and implement appropriate strategies to support all students.

The LST monitors all learning programs which support students' various curriculum, health, social, welfare and physical needs. Funding for this support enables the school to employ SLSOs and is provided through DEC targeted equity funding such as the Learning and Support Teacher (LaST) and Integration Funding Support (IFS), as well as an annual allocation of funds from the P and C.

Student Welfare

The staff and community of our school is particularly proud of the strong welfare focus we offer. Strategies have been devised and implemented to ensure the ongoing and emergent needs of students and their families are addressed to the best of our ability, in a calm, confidential and non–judgemental manner.

It is our intent that no child should miss out on educational opportunities due to family circumstances, for example:

- all staff have been trained in Positive Behaviours Engaging Learners (PBEL). During 2018, these expectations were refined to include all classroom expectations, forming the basis of our class 'rules'.
- the school has continued the implementation of the new Discipline Policy based on the PBEL expectations of Behaviour – 'Respect,
During the leadership workshop, students unpacked the community and delivered a presentation about a key workshop, completed a series of tasks for the school community. They attended a whole-day leadership session to get to know all of the school staff and actively involved in the school ethos which allowed students to become leaders within the school.

In 2018 Narrabeen Lakes continued our Year 5 leadership program with the aim to get students more actively involved in the school ethos and for them to get to know all of the school staff and community.

Students participated in the program by getting more actively involved in the school ethos which allowed them to get to know all of the school staff and community. They attended a whole-day leadership workshop, completed a series of tasks for the school community and delivered a presentation about a key personality.

During the leadership workshop, students unpacked the qualities of an effective leader, challenged themselves in various teambuilding exercises and listened to encouraging speeches given by the current Year 6 school leaders. The teachers highlighted many of the social, organisational and communication skills required for leadership roles and students were given the opportunity to ask questions. Our school Principal and Assistant Principals also engaged the students in sessions about the importance of leadership within the school. This day was designed to help students to develop confidence to take on a leadership position at NLPS.

Throughout Term 3, students were required to complete a series of tasks. This involved 16 simple tasks across the school for different teachers and also one ongoing task. When these tasks were completed, students were evaluated and received feedback based on the following criteria: organisational skills, quality of service, reliability, attitude, communication skills, presentation, promptness and their ability to accept advice and follow directions.

Students were given eight weeks to complete their leadership presentations. This involved choosing someone who inspired them, creating a visual display about why this person is an effective leader and presenting a 2 minute speech to their class. Students were assessed and given feedback on the delivery of their speech. Learning to speak effectively in front of an audience is one of the key goals of our leadership program.

To prepare students for our sustainability leadership roles, students continued the 'Narrabeen Lakes War on Waste.' In Term 1, students conducted a waste audit with members of the Northern Beaches Council to determine targets for reducing our waste. In Term 2 they participated in a Take 3 For the Sea workshop and outlined how our school's unique location, between the sea and the lake, gives us a great responsibility. To ensure that students were aware of the 'bigger picture', in Term 4, years 5 and 6 (stage 3) students also attended an excursion at Kimbriki waste management facility which showed them the large scale of our waste problem. These workshops inspired our students to make changes to our school and they continue to develop their vision for a cleaner and greener school.

**Debating**

In 2018, a selected group of talented Stage 3 students were given the opportunity to participate in the school's debating program. The program provided students with rich learning activities that enhanced the students debating and public speaking skills. Students on the debating teams learned to speak confidently and knowledgeably – skills which are often called upon in other areas of life. Each week, students had fun participating in friendly debates on a variety of topics. Over the course of term 3 and 4, our debaters built on the knowledge and skills needed to argue a case logically, rebut an argument and increase self-confidence.

In late Term 4, our two Narrabeen Lakes teams were
thrilled to compete in a ‘debating friendly’. The topic for
the debate was ‘Junk food should be banned in school
canteens’. Both teams gave well developed and
persuasive arguments but, in the end, it was the
negative team who took home the win. All Stage 3
classes enjoyed being part of the audience and
engaging in the debate. Mrs Tickle adjudicated the
event and gave encouraging and constructive feedback
to each student. The Narrabeen Lakes debaters really
enjoyed the experience and showcasing their skills in
front of their peers.

Achievements in sport

In 2018, Narrabeen Lakes participated in the Pittwater
Zone Primary School Sports Association (PSSA)
inter–school competition. Teams were fielded in
Softball (Boys and Girls), Tee–ball, Cricket, Netball,
Pittwater Tag and Soccer (boys and girls). Australian
Rules Football (AFL) was introduced in a competitive
format as well, generating greater interest in this area.

The Pittwater PSSA continued running their own app,
available through both Android and iTunes, which gives
parents and students unprecedented access to
information. Through this app, players and parents can
access results, documents and wet weather information
at the touch of a finger!

After our major school carnivals, Narrabeen Lakes sent
representatives to the Pittwater Zone Carnivals in
swimming, cross country and athletics. We are
extremely proud to announce we had a student
selected into Pittwater Zone team to compete at the
Sydney North Regional Championships. Lydia
represented Pittwater in cross country and competed at
Gosford Race Track. Congratulations to these
wonderful athletes!

During the course of the year, external trials are
conducted to provide students, who have a talent in
specific sports, with the opportunity to represent the
Pittwater Zone at regional championships. We are
thrilled to have had several selections across a range of
sports. Lewis for basketball, Amari for league and
union. Concluding the Sydney North league and union
Championships, Amari was also chosen to then
represent the Sydney North Region at the state
championships!

The year 3–6 school sports program continued, which
offered a range of skill development activities for
children not in PSSA. Year 6 took a major role in the
organisation of these afternoons, selecting teams,
organising equipment and giving out sports awards at
the sports assembly.

We were involved with the Australian Government
'Sporting Schools' Initiative this year, in which we were
given grant money to help forge alliances with sporting
organisations and coaches within the area. We have
been lucky enough to have received expert coaching
from Touch Football Australia, Cricket NSW,
Gymnastics Australia to help further develop our
in–school sports program.

K–2 were involved in the gymnastics program, run by
Sports in Schools. This year we moved to an in–school
program so that all K–2 students would be able to
participate in gymnastics. This was supplemented by a
school–based development program which is overseen
by the teachers.

We entered a school team in the Pub to Pub Fun Run
raising money for the Sydney Children's Hospital. We
finished second in the challenge, based on the number
of entrants of which we are extremely proud.

Narrabeen Lakes also participated in the Premier’s
Sporting Challenge (PSC). We began in Term 1 by
selecting a group of Year 5 and 6 children to run the
program as part of their leadership program. As part of
this challenge, the school received $1500 in grant
money. This was used to purchase equipment for the
school, as well as upskilling of our staff by paying for
professional learning courses.

Finally, stemming from the success of our Athletics and
Swimming Carnivals this year, we are pleased to
announce that we have bookings for 2019 at both the
Academy of Sport and the Andrew 'Boy' Charlton pool.
These venues have given us the opportunity to create
school Athletics and Swimming records with their use of
electronic timing systems. These are placed on the
school website.

Drama

Our school again participated in the Arts Alive Festival
of Drama, this year held at the at the Concourse
Theatre in Chatswood.

Class 4P presented a play entitled 'It's a Book'; an
adaptation of the picture book by Lane Smith. It told the
story of two boys who, so engrossed in technology,
cannot understand the enjoyment a book can give. No
matter how much a girl tries to convince the boys, by
bringing to life stories such as Treasure Island, Red
Riding Hood and Alice in Wonderland, they just don’t
get it!

The class performed on opening night and at a matinee
to capacity audiences and their performance was very
well received, garnering much applause and laughter.
The quality of individual student performances was
commented on by many who saw the performances.
The piece was also performed at a school assembly.

During the year several other classes presented drama
items at school assemblies. Many of these were based
on HSIE units being studied in class. Children adapted
the knowledge gained in lessons to construct a play.

Drama was also employed as a teaching strategy in
drug education and child protection lessons, as well as
being part of the English and creative arts curriculum.
Technology

Our staff continue to implement lessons to explore various software applications. With these 21st century learning opportunities, our school regularly holds 'Appy Hour' sessions for interested staff when an 'expert' teacher shares their knowledge.

Our entire staff engaged in professional learning on Creative and Critical Thinking (CCT) during Term 1. This learning opportunity gave teachers the tools to develop their own skills as well as designing lessons that will engage our students to be open-minded, flexible, risk takers, resourceful, patient and persistent, ubiquitous and reflective learners.

Our school's wireless network was extended to our OoSH building. This is now a truly multipurpose building for our students to work in during the day. We have about 200 wireless devices on our network with a 2:1 ratio of students to devices. Our primary classes have class sets of 16 laptops/Chromebooks and each K–2 class has access to 8 iPads and a fleet of 32 iPads available to the primary students for video editing and learning. This has provided our students opportunities to collaborate with students throughout the school and around the world.

All our classrooms utilised the app Seesaw, which is helping to bridge the gap between school and home for our families. Teachers are sharing learning with our community in a safe way and opening up the lines of communication between student, parent and teacher.

We continued to utilise programs for learning such as Reading Eggs and Mathletics as well as trialling Matific. With a large whole school focus on differentiating learning in mathematics, we had our students in Years 3–6 using Essential Assessment. This is an online assessment program which helped teachers develop maths groups that could focus on specific learning requirements based on the mathematics syllabus outcomes.

The school has a fleet of Beebots, Probots and NXT robots which are used during classroom computer lessons as well as an extension Robotics session. A Stage 1 Coding group was also formed to extend students that demonstrated a specific talent in this area.

The school's video conferencing room is used by both classes participating in an incursion and teacher professional learning.