2010 Annual School Report
LANE COVE WEST PUBLIC SCHOOL

NSW Public Schools – Leading the way
Messages

Principal's message

Lane Cove West Public School has undergone a transformation due to both a refurbishment and the Australian Government's Building the Education Revolution program.

Under this program the school has gained a large school hall with toilet facilities, chair storage, storerooms and an access bathroom. A large canteen and covered outdoor learning area (COLA) has also been constructed. This area was officially opened at our annual Presentation Day and has already been used for many school functions and for students during inclement weather. Interactive whiteboards have been installed in all permanent classrooms and five more will be installed before the commencement of the new school year.

Our school continues to grow and we are expecting that there will be 20 classes in 2011. A 4th Assistant Principal has also been appointed for 2011.

The staff at Lane Cove West strive to achieve the best possible results for all students. Many staff members are currently undertaking further post graduate university qualifications in Education, Information Technology and Quality Teaching to keep abreast of developments in education.

The close-knit community at Lane Cove West strives, through the Parents and Citizens' Association, to fund and support the acquisition of resources, both human and material, which are needed to operate these programs.

The parents work in partnership with the school to achieve the best possible education for their children. This year they have funded the much needed re-turfing of the school oval, a new driveway and new colourful play equipment for our students.

Lane Cove West Public School truly lives up to its banner statement achieving “educational excellence in a creative and caring environment”.

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

Judy Doherty

P&C message

The parents at Lane Cove West have been very busy this year, working hard to raise funds to purchase resources for the students at the school. The P&C continues to fund a teachers’ aide for the Kindergarten classes, a support teacher for students who require additional learning assistance and an extra day of specialist physical education tuition to support the school’s PDHPE program.

The Halloween Fireworks was again a great success and raised $40,000 to purchase resources such as the new play equipment, library refurbishment, reading materials for all classes and extra support for students with additional learning needs.

The Trivia Night raised thousands of dollars by auctioning class artworks. The Fathers' Day breakfast was attended by hundreds of dads and grandfathers, who enjoyed a delicious breakfast and paper plane throwing contest with their children. This was a community event to include the fathers and special male friends and to make them feel valued members of this great school.

I have really enjoyed my time as P&C President this year and am looking forward to 2011 as I continue in the role, working with parents, staff and students alike. I am proud of the great contribution that the P&C has made to the wellbeing of all students at Lane Cove West and thank the hardworking committee members who work so hard in so many ways to make this great school thrive.

Daniel Strassberg

Student representatives’ message

As 2010 School Captains we look back on a great year. We have enjoyed so many extra-curricular activities such as sport, dance, band and choirs, debates and chess, have entered university competitions and competed against other schools in so many areas.

We know that everything we have learnt at Lane Cove West in the academic, social, sporting and the creative and performing arts areas, will equip us to move forward to our next challenge – High School. We would like to thank all the teachers we have had over the past seven years and look forward to coming back to visit in the years to come.

We wish all of our friends and buddies a great year in 2011 and wish you many happy years at Lane Cove West.

Julia Bonato & Tim Thorn

School context

Student information

Student enrolment profile
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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</tr>
<tr>
<td>1P</td>
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<tr>
<td>2K</td>
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<td>3G</td>
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<tr>
<td>3/4B</td>
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<tr>
<td>4/5D</td>
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**Student attendance profile**

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<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
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**Staff establishment**

The DET staffing formula determines the number of classroom teachers, which in 2010 was 18. The P&C funds 2 days (0.4 FTE) for a support teacher and a teachers’ aide for Kindergarten.
### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. All staff have a university degree or diploma in teaching or education and four are currently studying for a post graduate qualification. One staff member completed her Masters degree this year, bringing the total with a Masters qualification to five.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

**Date of Financial Summary:** 30/11/2010

**Income**

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<thead>
<tr>
<th>Description</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total Income</strong></td>
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**Expenditure**

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<th>$</th>
</tr>
</thead>
<tbody>
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<td>Key Learning Areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training and Development</td>
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<tr>
<td>Tied Funds</td>
<td>114,878.12</td>
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<tr>
<td>Casual relief teachers</td>
<td>50,318.12</td>
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<tr>
<td>Administration &amp; Office</td>
<td>100,373.56</td>
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<tr>
<td>School-operated Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>35,383.78</td>
</tr>
</tbody>
</table>

**Maintenance** 29,993.15

**Trust Accounts** 29,501.09

**Capital Programs** 63,914.50

**Total Expenditure** 709,999.27

**Balance carried forward** 131,256.65

The balance carried forward does not truly reflect the available funds, as it includes money that is tied for specific purposes and unpaid bills, casual teacher and school learning support officer salaries and orders which are yet to be paid.

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance 2010

#### Achievements

**Arts**

Our school continues to flourish in the performing arts with our junior band receiving a highly commended award at the Ryde East Music Festival, silver medals at the Yamaha Band festival and the NSW School Band festival. Our senior band performed at both the Chatswood High School music night and the Ryde East Music Festival and was awarded silver at the Yamaha Band Festival.

Both bands performed at the North Shore Primary Concert Band Festival and have had the opportunity to perform at special events within the school. Thanks must go to the very dedicated parents who run both bands under the leadership of Katrina Nash.

Our school provides many opportunities for students to participate in dance groups under the leadership of Lindsay Lamb, Tracey Czempik and Danielle Herring. This year students from Years 2, 3, 5 and 6 have performed at a variety of school
events including our annual Open Day concert, Grandparents' Day and Presentation Day. The senior choir performed at the Festival of Choral Music at the Sydney Opera House and the junior choir performed at Town Hall. Our experienced choristers Bronwyn Neal, Georgie Cropper and Lindsay Lamb and their assistants, Tracey Czempik and Michelle Fogarty trained the choirs to deliver an outstanding performance on both nights.

Senior choir

We set a very high standard of musical achievement and performance, which is mainly due to the high level of teacher talent and also the extraordinary abilities of our students. Our performing arts teachers and students look forward to many years of performances in our new school hall.

Sport

Students at Lane Cove West Public School have again recorded excellent results in all areas of sport throughout 2010, from swimming and athletics to running and cycling. We also had some amazing individual achievements throughout the year. Harrison Quirk made the state soccer team, attending weekly training on the Central Coast and competing against other states around Australia. Max Magee and Rohan Douglas were also selected for the regional soccer team.

Term 1 saw all students put in a huge effort in the school and zone carnivals. Erika Thomson, Ben Martin, Daniel Oliver, Angus Rankin, Brendan Kim and Zack Kimpton all made it through to represent North Shore Zone at the Sydney North Swimming Carnival. All classes took part in Dance to Be Fit throughout Term 1, seeing students learning a different dance each week.

As part of our Bike Education program at school, year 5 participated in the CARES bicycle and road education program, run by police officers at St. Ives during Term 2.

The school's Cross Country, Sport in Schools and winter PSSA were held in Term 2. All students from Kindergarten to Year 4 took part in Sport in Schools, a program that develops gross and fine motor skills by providing a vast range of activities and equipment each week.

Stage 3 girls took part in netball at Willoughby Sport and Leisure Centre. This year the girls demonstrated great skill, resulting in one team playing in the second highest level and finishing fourth on the ladder. The blue team finished with fantastic results on the top of the ladder. Stage 3 boys participated in soccer against other zone teams at two levels. The A team came second on the ladder and the B team made great improvement towards the end of the season.

Our students all showed their amazing athleticism with the girls' relay team and individual students making it through to represent the Zone at the Regional Athletics Carnival. The highlight for the zone carnival was seeing Angus Rankin and Sophie Travers take the 11 years Zone Champion title.

During term 4, Stage 2 & 3 took part in a house sport competition in netball, soccer, oz-tag, softball, kanga cricket and volleyball. Students participated in swim school and then a selection of students also took part in surf school at Manly Beach learning how to identify rips and respond to dangerous situations.

Angus and Sophie – Athletic Champions.

Learning Support

The allocation of DET funding for the Support Teacher Learning Assistance (STLA) is linked to the school performance in the previous NAPLAN results. As the school’s performance is deemed high, LCWPS does not currently receive this funding.

The generosity of the P&C has allowed for an STLA teacher to be funded for two days per week. This task has been shared between Larelle Stevenson and Diana Pitkanen so that the STLA
program can be implemented over four mornings to capitalise on students’ attentiveness. Students are referred through the Learning Support Team after consultation with class teachers. The program has activities that focus on phonemic awareness (sounds in speech), word attack skills that can equip a student to decipher new words in different contexts, sight words that are frequently occurring and grapho-phonetic skills that refer to the way in which language is expressed through print and sound.

Success is built into the program with work being geared at an appropriate skill level. The sequence of activities is structured with progress being monitored. Some students may stay with the program for a short time to rectify a specific skill while others continue for a term or semester. The Parent Tutor Reading Program has been an outstanding success with significant progress achieved. They have had the benefit of a specialised and individual program being implemented three times per week by these volunteer parents.

**English as a Second Language (ESL)**

Students participating in the English as a Second Language (ESL) program are referred through the school’s enrolment data. This is a DET funded program which has phases of learning dependent on the time since the student’s arrival in the country. Language is taught through games with cards, boards, books, objects, sports equipment and social interaction activities. Lindsay Lamb and Diana Pitkanen implement the ESL program at LCWPS in a positive and supportive environment.

**Environment and sustainability**

Our parents and staff continue to meet regularly to plan and support students in their efforts to be more environmentally aware.

Three new vegetable gardens have been erected in a sunny spot and designed to enable students to tend the garden beds easily. They have been constructed of recycled cement blocks and are designed to keep the produce out of the reach of rabbits.

All classrooms have paper recycling boxes, which are emptied on a regular basis by members of the Year 6 Environment Committee and collected by Watts Waste. Food scraps are also collected and used in either the worm farms or compost bins. This compost is then placed on our veggie gardens to promote growth.

Solar panels, which generate electricity, have been installed on the new school hall roof, enabling the school to produce some of its own power and to return it to the grid during school holidays.

Rainwater tanks are used for the flushing of all school toilets and some garden watering and there are plans to install further water tanks next year.

*Students display their findings from Eco Snapshot Day*

**Academic**

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 the assessments.

**Yr 3:** from Band 1 (lowest) to Band 6 (highest for Year 3)

**Yr 5:** from Band 3 (lowest) to Band 8 (highest for Year 5)

In 2010, NAPLAN results achieved by our students were very pleasing. Results are shown below.

**Literacy – NAPLAN Year 3**

![NAPLAN Year 3 Reading Chart](chart.png)
In Year 3, 63% of our students scored in the top two bands for reading, compared with 48% of students across the state and 67% across the region. No students scored below the national minimum standards.

In Year 3, 55% of students scored in the top two bands for writing, compared with 56% of students across the state.

In Year 3, 49% of students scored in the top two bands in spelling compared with 46% of students across the state. No students scored in the lowest band and no students scored below the national minimum standards.

In Year 3, 63% of students scored in the top two bands in grammar and punctuation, compared with 54% of students across the state.

**Numeracy – NAPLAN Year 3**

In Year 3, 53% of students scored in the top two bands for numeracy, compared with 38% of students across the state and 60% of students from Northern Sydney Region.

**Literacy – NAPLAN Year 5**

In Year 5, 57% of students scored in the top two bands for reading, compared with 33% of students across the state and 45% of students from the region. No students scored in the lowest band.
In Year 5, 41% of students scored in the top two bands for writing compared with 27% of students across the state and 45% of students across the region.

In Year 5, 46% of students scored in the top two bands for spelling, compared with 36% of students across the state. No students scored in the lowest two bands.

In Year 5, 86% of students scored in the top two bands, compared with 36% of students across the state and 54% of students across Northern Sydney Region. This was an outstanding achievement.

**Numeracy – NAPLAN Year 5**

In Year 5, 61% of students scored in the top two bands for numeracy, compared with 34.5% of students across the state.

**Progress in literacy**

**Progress in numeracy**

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

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<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</table>
## Percentage of Year 5 students achieving at or above minimum standard

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<td>Reading</td>
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<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
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<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Aboriginal education

Aboriginal education programs at LCWPS have been specifically designed to teach students about Aboriginal history and culture through storytelling in literacy, art and HSIE lessons.

Our students demonstrate a keen interest in Aboriginal education and are given many opportunities to participate in activities within the school and wider community. During Aboriginal Reconciliation Week students wrote poems or painted pictures depicting ‘Unity’ which were displayed in the Lane Cove Library. One of our participants, Dylan Shackell was invited to speak on behalf of the school at Lane Cove Library.

Year 2 students enjoyed participating in the Cameraygal Festival this year by designing and painting a flag on ‘Unity in Diversity’ which was on display in the Lane Cove Plaza.

#### Multicultural education

We have 23% of students from a Language background other than English (LBOTE) and employ an English as a second language (ESL) teacher two days per week.

All students are given opportunities to study other nations and to embrace other cultures. This year our SRC raised awareness of other nations through the collection of over 1500 pairs of shoes as a part of the ‘soles for souls’ program. The shoes were donated to children and families in developing nations. They also raised money to support the ongoing sponsorship of the school’s World Vision child, Shilpi from Bangladesh.

We have continued to communicate with and support Pokhara View Point Primary School in Nepal, which has successfully built a new classroom with the funds our students raised last year.

Our students always speak with passion during the annual Multicultural Perspectives Public Speaking competition and both Kindergarten and Stage 2 have participated in a multicultural food and sports day.

#### Respect and responsibility

### Other programs

Our students are taught that in order to be shown respect, they must behave and act responsibly. All students are encouraged to show respect towards others and to have regard for the feelings of others.

During Personal Development, Health and Physical Education (PDHPE) lessons, our students are taught about peer pressure and are given lessons aimed at combating bullying behaviour. Our student buddy program aims to assist students to feel comfortable and happy in the school environment, knowing that they always have someone who will help them if they have a problem.

A new Student Welfare Policy has been developed during 2010 and will be implemented at Lane Cove West in 2011. All students, staff and community members will be asked to follow three key observable behaviours: Be Respectful, Be Responsible and Be Safe.

### Progress on 2010 targets

#### Target 1

### Sustainability

To increase the school’s commitment to sustainability in all classrooms and the local community.

Our achievements include:

- Student and staff care with the use of power and adherence to DET energy guidelines and reduction in power usage measured by savings in power bills.
- Student conservation of energy, water and use of many other waste saving measures – such as re-usable water bottles and lunch boxes.
- Sustainability education being taught across all KLAs, by all teachers in all classrooms.

#### Target 2

### Technology

To improve student engagement in learning, using interactive whiteboards and through the integration of technologies within the classroom.

Our achievements include:

- Teachers demonstrating higher levels of competence in the use and sharing of interactive resources in all KLAs
- Increased student engagement, participation and use of the interactive technology in all KLAs
- The purchasing of resources to enhance the way technology is used, including wireless devices, webcams, microphones and headphones
- Introduction of cyber education into technology and health lessons
- Introduction of a teaching toolkit for all teachers to use to support and additional resources for technology integration

**Target 3**

**Student Leadership**

To increase the confidence and communication skills between students and other members of the school community.

Our achievements include:

- Leadership Camp- Year 6 students developed leadership skills through confidence-building activities and initiatives.
- Year 6 committees- Year 6 students are responsible for initiatives throughout the school such as the environment and events committee.
- SRC- Two student representatives from classes 3-6 are elected by their peers to organise fundraising for in-school and out-of-school organisations.
- Kindergarten and Year 6 Buddy Program- Year 6 students support Kindergarten student’s transition into primary school through a variety of buddy activities.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Culture and Technology.

**Culture**

**Background**

The culture of the school underpins all aspects of the school environment. It is essential that the leadership, staff and parent community work together to create a culture in the school that promotes inclusive education and lifelong learning.

The method of evaluation of school culture was to survey all staff, both teaching and ancillary, and a sample parent group, using the *School Map* survey of Culture online.

**Findings and conclusions**

Teachers:

- All teachers agree that meeting the needs of students is the school’s main priority and school leaders have a positive influence on the school.
- All staff agree that the school’s curriculum caters for the learning needs of all students and the school is continually finding ways to improve.

Parents:

- Responses indicated that 90% of parents feel that the school knows about the families and community it serves and the students are the school’s main concern.
- Responses indicated that 95% of parents feel that parents support what is happening at school and are proud of their children’s school.
- Some parents indicated that high achieving students’ needs would benefit from more individualised learning plans to ensure their learning is challenging and engaging.

**Future directions**

- Continue to encourage a positive relationship between the school and the community which it serves.
- Further development of gifted and talented programs across K-6 classes.

**Curriculum**

**Technology**

**Background**

During 2009 the school focused on resourcing classrooms to include interactive whiteboards or devices in every classroom and to increase the computer to student ratio across the school.

The goal for 2010 was to support integration of existing technology within the school by providing teachers and students with an extensive range of resources to support teaching and learning.

**Findings and conclusions**

Teachers found:
• Interactive whiteboards are being used in all KLAs more effectively
• The purchasing of resources has enabled engaging and varied lessons and has increased the potential of existing programs
• The introduction of a technology continuum has provided teachers with a learning tool to enhance the way they view, teach and integrate technology
• The introduction of a cyber safety policy and student contract for the use of digital media devices has increased awareness of teachers, students and parents

Future directions
• Teachers to follow and use the technology continuum when programming across all KLAs
• To include a technology focus as an element of each KLA committee
• To embed cyber education and digital literacy across all KLAs

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
• Parents could not have expected more for a child’s first year at school.
• Parents are pleased that the school encourages parent involvement.
• Parents are impressed at how much the school has transformed physically but has kept its friendly village atmosphere.
• The open communication between parents and teachers is appreciated.
• Very supportive and encouraging environment.

Professional learning
The main area of focus for whole school professional learning in 2010 was in the area of Literacy, with special emphasis on spelling across the school. This has shown outstanding improvement in spelling across the grades as shown in teacher tests and in the Year 3 and Year 5 NAPLAN results.
All staff have been trained in CPR, Child Protection and Emergency First Aid, with executive staff receiving training in OH&S procedures and the new “Keep Them Safe” shared approach to child wellbeing, a NSW Government initiative. All staff have also been given training in Anaphylaxis and the use of the epipen.
Over $42,000 has been spent on professional learning activities in both curriculum and student welfare areas, with special emphasis on autism, Aspergers and catering for students with challenging behaviours. This money was spent on course and conference fees, and on casual teacher salaries.

School Development 2009 – 2011
The School Plan incorporates the targets for 2011, which have been established in consultation with the staff, with parent input.

Targets for 2011
The following targets aim to achieve improved student outcomes and the achievement of goals set down in the 3 year plan for the school.

Target 1
Reading
To improve reading results K-6 with special emphasis on comprehension strategies.
Strategies to achieve this target include:
• Employ expert assistance from consultants at whole school staff professional development.
• Attendance of key staff at targeted training and reporting back to staff meetings.
• Regular sharing of reading and comprehension strategies between staff members.

Our success will be measured by:
• Improved use of running records and Reading Recovery levels attained.
• Improved NAPLAN results in reading for both Stages 3 and 5 and improved growth from Year 3 to Year 5.

Target 2
Student Welfare
To launch a new student welfare policy incorporating anti-bullying and cyber safety and which also builds resilience in our students K-6.
Strategies to achieve this target include:

- Attendance at professional learning sessions in this area
- Expert advice from the Regional Student Welfare Consultant, Behaviour Team and School Counsellor.
- Formation of a Student Welfare Committee
- Expert help for staff and parents from ACMA in the area of cyber safety.
- Consultation with parent focus groups in areas concerning student welfare.

Our success will be measured by:

- Teacher adherence to the new welfare policy.
- Student understanding of the core values which underpin the program.
- Acceptance of the core values by staff, students and the school community.

Target 3

Numeracy

To improve overall numeracy performance in Stage 2 students.

Strategies to achieve this target include:

- To monitor at-risk students in the area of overall numeracy
- Implementation of quality numeracy programs.
- Professional teacher learning in this area with experts in the field.
- Careful examination and review of quality lesson materials, notebooks and the time allocated to numeracy lessons.

Our success will be measured by:

- Improved outcomes by students in class assessments
- Improved NAPLAN results in numeracy, particularly in the area of working mathematically.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Judith Doherty  Principal
Philippa Brown  Assistant Principal
Bronwyn Neal  Assistant Principal
Rachel Saul  Assistant Principal
Daniel Strassberg  P&C President
Katrina Nash  Parent & P&C member

School contact information

Lane Cove West Public School
Avalon Avenue, Lane Cove NSW 2066
Ph: 02 9427 4743
Fax: 02 9418 6865
Email: lanecovew-p.school@det.nsw.edu.au
Web: www.lanecovew-p.schools.nsw.edu.au
School Code: 3908

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:


New school Hall/Canteen/COLA complex