Principal's message

2014 was a very special year for Narrabeen Lakes Public School as we celebrated our 125th anniversary. The school marked the occasion with a number of special events, the highlight of which was our Open Day and Art Show Evening in Term Three that showcased the wonderful achievements of this school over the decades.

Our school leaders also buried a time capsule in front of the Captain Arthur Phillip monument on the front lawn. The capsule is to be opened on the occasion of the 150th anniversary in 2039.

In addition to the anniversary year celebrations, staff, students and the community began a significant review of the school and its processes as part of the strategic planning cycle. Amongst the many positive outcomes of the consultation process was that the school now has a new mission statement (see our website) and a banner statement that reads ‘Opportunity, Excellence, Community’. I’m sure you’ll agree this statement really captures the feeling in our school.

After some community confusion about the three different school logos in operation, the school is now represented by one logo chosen by the staff, students and community – it is the original school crest that can now be seen on all signage around our campus.

Student learning continues to be at the forefront of all we do here at Narrabeen Lakes and in 2014 we maintained our special focus on improving outcomes in reading from Kindergarten to Year 6. In addition, teachers continued to integrate technology into teaching and learning programs as we strive to provide the highest quality 21st century learning environment for all classes.

I would like to thank and congratulate staff, students and parents on their achievements at Narrabeen Lakes in 2014 and I look forward to an exciting and successful 2015.

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.

Andy Rankin
Principal

Our school continued into its 125th year as a great place to be and learn!

Parents and Citizens' Association (P&C) message

2014 was a very successful year for the Narrabeen Lakes school community.

The year in general was characterised by increased participation of our parents and community members. Our Class Parents and the related email communication system continued to be the backbone of keeping everyone informed and enabling people to take part in the myriad activities run throughout the year. Our Parent Club events were many and varied and were successful fundraisers but also created fun opportunities for children and their parents.

The major new initiative for 2014 was the introduction of P&C run and managed Market Days. The P&C promotes and advertises the Market Days and provides an iconic venue for a range of stallholders who offer unique and hard-to-find products. Early feedback has been very encouraging and planning for 2015 Market Days is well underway.

All this activity meant that we had our most successful fundraising year to date. Our fundraising efforts this year have meant that over the past 12 months the P&C has been able to contribute more than $85,000 towards acquiring items that have significantly enhanced the quality of our children’s education. Some examples include contributing half the cost of a new management software, financial support for our Band program and, most recently, purchase of the full set of ‘café’ blinds which mean our COLA can be turned in minutes into a huge all-weather space to be used for a myriad of purposes.

As has become almost standard now, during the year the P&C continued the subsidy of cultural excursions across all grades. We have had consistent and positive feedback on this initiative from teachers, students and parents. It's very pleasing to report that this program will continue in 2015.

The Parent Club calendar for 2015 has been put together and promises lots of excitement for the year ahead.

Overall, 2014 was an extremely busy and successful year for our P&C and for the school community. As always, this success is due to the participation of a dynamic and evolving group of people who are committed to ensuring that our children’s school lives are the best they can be.

On a personal note, 2014 is my last year as P&C President and at Narrabeen Lakes, as my son
moves onto High School. It has been a pleasure and a privilege to work alongside the many talented and generous people who have shared the goal of ‘making a difference’ at our School and who will, I’m sure, continue to do so.

Jennifer Sheehan,
P&C President

Student Representatives’ message

It’s hard to think that our time at primary school has come to an end.

Narrabeen Lakes has been such a wonderful school with so many great memories to treasure.

During our first year at Narrabeen Lakes, we discovered that coming to school was actually fun and not as scary as we thought! In our first few weeks, we met a lot of friendly kids and teachers who made our time at school enjoyable. We discovered that at Narrabeen Lakes, there were so many exciting opportunities and there was always a feeling that we were welcome and at home. The other students were kind and the teachers were always helpful.

In about Year Three, we used to watch the captains run the assemblies. We decided we wanted to be captains too, one day. Achieving that goal has led to experiences that we will remember forever.

Having the pleasure to lead alongside Josh, Mia, Talon and Kylie has been amazing. With the help of all Year Six we have had a great time. Many friendships have been made, which we hope will last a lifetime.

We will miss our kindy buddies and of course all of you too. You have made our last year awesome! We will also never forget this once in a lifetime experience. It has been truly wonderful.

Narrabeen Lakes is an amazing school, filled with fun, laughter and friendliness. Spending our school years here has been the best ever. We will never forget the great feeling that this has given us.

In gratitude, and on behalf of all year 6, we would like to present to the school, a glass cabinet for the foyer to display some of the school’s historical items.

Congratulations to 2015 the Captains, Vice Captains and Prefects. We hope you have a rewarding time as leaders of the school. Good luck to all the students of Year Six, 2015. Have a fabulous last year at primary school. We will miss you all so much.

Thank you,
Jack Parker and Lilly Quin nell,
School Captains 2014
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>153</td>
<td>160</td>
<td>181</td>
<td>184</td>
<td>192</td>
<td>208</td>
</tr>
<tr>
<td>Female</td>
<td>136</td>
<td>140</td>
<td>147</td>
<td>151</td>
<td>153</td>
<td>166</td>
</tr>
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</table>

As at the DEC annual census

Management of non-attendance

Attendance data is collected weekly. Any concerns are raised with the grade coordinator. Letters are mailed seeking an explanation. If the attendance rate does not improve it is raised with the Learning Support Team (LST). The LST then consults with the Assistant Principal – Primary, who actions the Home School Liaison Officer.

Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>K</td>
<td>96.8</td>
<td>96.2</td>
<td>95.7</td>
<td>95.2</td>
<td>96.1</td>
<td>96.1</td>
</tr>
<tr>
<td>1</td>
<td>94.6</td>
<td>95.0</td>
<td>95.6</td>
<td>96.4</td>
<td>95.3</td>
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<td>2</td>
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<td>94.6</td>
<td>93.8</td>
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<td>95.9</td>
<td>95.9</td>
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<tr>
<td>3</td>
<td>95.7</td>
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<td>95.7</td>
<td>94.7</td>
<td>95.4</td>
<td>96.6</td>
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<tr>
<td>4</td>
<td>95.6</td>
<td>95.1</td>
<td>94.5</td>
<td>95.8</td>
<td>94.3</td>
<td>96.5</td>
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<tr>
<td>5</td>
<td>94.9</td>
<td>96.5</td>
<td>96.1</td>
<td>95.1</td>
<td>95.0</td>
<td>94.4</td>
</tr>
<tr>
<td>6</td>
<td>94.6</td>
<td>93.5</td>
<td>96.4</td>
<td>94.0</td>
<td>94.2</td>
<td>95.7</td>
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<tr>
<td>Total</td>
<td>95.2</td>
<td>95.1</td>
<td>95.4</td>
<td>95.3</td>
<td>95.3</td>
<td>96.1</td>
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</table>

Class sizes

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.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
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</thead>
<tbody>
<tr>
<td>KL</td>
<td>K</td>
<td>24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>KMH</td>
<td>K</td>
<td>24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>1GJ</td>
<td>1</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>2AJ</td>
<td>2</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>2Z</td>
<td>2</td>
<td>25</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>3D</td>
<td>3</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>31</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>4P</td>
<td>4</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>5/6CA</td>
<td>5</td>
<td>14</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>16</td>
<td>30</td>
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<tr>
<td>6C</td>
<td>6</td>
<td>28</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

Workforce Composition

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Support Teacher Learning Assistant (STLA)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>17.6</td>
</tr>
</tbody>
</table>

The school administrative and support staff comprised:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officers</td>
<td>1.422</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
</tbody>
</table>
The school also employed four full time School Learning Support Officers (SLSOs), and one part time SLSO using State Integration and school funds.

**Staff retention**
In 2014, the school retained all permanent classroom teacher allocations.

**Staff changes**
During Term 2, Miss Janna Weber was appointed through the central staffing process.

**Teacher qualifications**
All teaching staff meet the professional requirements for teaching in NSW public schools and hold a diploma, degree or equivalent.

**Professional learning and teacher accreditation**
Professional Learning funds allow schools to support and contribute to the professional growth of all staff and address school priorities as outlined in the School's Management Plan.

Staff professional learning in 2014 was focused on the implementation of the Australian Curriculum, particularly in English, maths and science. In addition, professional learning was undertaken in 21st century learning teaching and learning, following the research of Michael Fullan.

CPR and Emergency care accreditation was also updated by staff.

This was also facilitated through participation in school development days and weekly Professional Learning sessions.

**Beginning Teachers**
The school has one teacher classified as a beginning teacher. This teacher was supported with funding to undertake extra relief from face to face teaching, to begin the teacher accreditation process, and to undertake significant professional learning.

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>195,723.91</td>
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<tr>
<td>Global funds</td>
<td>187,248.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>204,096.97</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>274,292.86</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>7,933.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6,882.33</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>876,178.14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>43,853.48</td>
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<tr>
<td>Library</td>
<td>8,554.39</td>
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<tr>
<td>Excursions</td>
<td>64,124.27</td>
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<tr>
<td>Extra curricular</td>
<td>93,808.27</td>
</tr>
<tr>
<td>Professional learning</td>
<td>24,600.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>196,589.16</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>59,772.14</td>
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<tr>
<td>Administrative Programs</td>
<td></td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>47,452.38</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>32,530.35</td>
</tr>
<tr>
<td>Maintenance</td>
<td>38,633.48</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5,637.36</td>
</tr>
<tr>
<td>Capital programs</td>
<td>17,616.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>633,171.55</td>
</tr>
</tbody>
</table>

**Balance carried forward** 243,006.59

A full copy of the school’s 2014 financial statement is tabled at the P&C Annual General Meeting. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Achievements

Dance

During 2014, children at Narrabeen Lakes were able to choose to participate in extra-curricula dance. Before school and at lunchtime, we offered classes in Hip Hop, Jazz and Contemporary.

The all-inclusive philosophy of our school means we do not audition students for our groups as this may lead to the exclusion of children who may have a physical, social or intellectual disability. Although a user-payer system exists, we believe that the opportunity of attending a dance class should be open to all students. Sometimes, this is the only dance class that students are able to access.

Terms 1 - 2 2014, we had 5 dance groups which included 160 students from Years 1 to 6.

In Terms 3 – 4, we had a change of teachers and were able to offer 4 dance groups with 125 students from Years 1 – 6.

Throughout 2014, the dance students had a lot of fun participating in weekly classes which involve skills development and learning choreography. They also gained a lot experience performing at the Opera House, in the Peninsula Music Festival and as part of the school’s 125th birthday celebrations. There is an open class during the last week of term so that parents can attend to watch their child, if they wish.

Choir

The choir, under the direction of Miss Jenny Garden, Miss Rochelle Loader and Mrs Kylie Kirkland, participated in the PCS Music Festival, as part of a massed choir. The theme of this year’s festival was “Giggle and Grin”. The festival was held in Term 3 at Pittwater High School with 9 other local primary schools. Our children sang with enthusiasm and gusto. The choir comprises of students from Years 3–6. They also perform throughout the year at school assemblies and other school events.

Drama

Class 4P successfully auditioned for the Arts North Festival of Drama. They performed at the beginning of Term 3 at the Parade Theatres in the NIDA Complex at Kensington, at both a matinee and evening performance.

Their play, “Edwina, the Dinosaur Who Didn’t Know She Was Extinct”, was adapted from the picture book by Mo Willems. It told the story of Edwina, a friendly dinosaur and Reginald von Hoobie Doobie, who was out to prove that she was actually extinct! The item garnered much applause and laughter from the audience.

The piece was also performed as part of the school’s Education Week Open Day program.

During the year many classes presented plays to the school at assemblies. Particularly memorable was 3M’s play-built drama retelling the voyage of the First Fleet and the British Colonisation of Australia. The class used the knowledge they had learned in HSIE lessons to construct the play.

Mr Phillips ran a drama group, as part of Primary Interest Groups. The focus of the activities was to develop characters using posture, gesture, voice and facial expressions. Children needed to work together in small groups to improvise scenarios.

During Terms 3 and 4, Miss Loader and Mrs Adam ran very successful drama workshops. These were held once a week, during lunchtimes and were very popular with the students.

Band

In 2014 Narrabeen Lakes began to offer a three tiered band program with training, concert and performance bands.

Member numbers continue to grow under the guidance of Miss Rachel Rule. Band managers, Mrs Sue Mayo, Mr Liam Chapman and Mr Ryan McMahon oversee general band activities and Mrs
Tracy Grainger and Ms Tanya Leishmann form the parent committee, managing instrument hire, fees, attendance at practices and outings/performances.

The performance and concert bands played at the Pittwater Music Festival and the RSL Retirement Village while the training band performed in a number of in-school events with the support of the performance and concert bands. Their improvement through the year has delighted their audiences.

Visual Arts

2014 was a big year for the visual arts at Narrabeen Lakes. To coincide with the 125th anniversary of NLPS, the school held an art show which exhibited art works from each student - K to 6. The art show, displayed various art styles from the last 125 years with each class allocated an art style to study and exhibit. The art styles studied included Impressionism, Expressionism, Surrealism, Abstract Expressionism, Pop Art, Digital Art etc. Over Terms 2 and 3 each class studied a particular art style allocated to them. A major work from each student was then submitted for exhibition by class teachers and the coordinator of the event, Simon Alderton. The exhibition was held in September in the school hall. Various guests, parents and dignitaries enjoyed the evening exhibition and there was a day viewing for the students themselves. A People’s Choice award voted for a favourite art piece which went to Elley Cousins (4P) for her Pop Art piece ‘Self Portrait’. The art show raised several hundred dollars which helped pay for staging the event.

Sport

2014 has truly been a fruitful year for Narrabeen Lakes with regards to sporting endeavours. Once again, we 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, Australian Rules Football (AFL) and soccer (boys and girls). Our junior girls’ soccer team finished runner-up at the completion of their season, which was a tremendous result.

Stemming from the positive feedback received last year, Years 3 and 4 had the amazing experience of learning the skills of AFL under the guidance of the Sydney Swans. This was held on the synthetic pitch at Narrabeen Sports High School. After being taught the fundamental skills of the sport, modified games were conducted between the Pittwater primary schools in a friendly, non-competitive atmosphere. Some Year 5 mentors also helped coordinate the teams. This program was run in both Term One and Four as part of the PSSA sport program.

After our major school carnivals, Narrabeen Lakes sent representatives to the Pittwater Zone events in swimming, cross country and athletics. We are extremely proud to announce we had students in each of the disciplines selected into the Zone team to compete at the Sydney North Regional Championships. Ellie (4P) participated in the 50m Backstroke event at the Homebush Aquatic Centre. Marissa (4M) won the Zone cross country in the 8/9yrs girls’ category. Tibo (5/6Ca) finished 3rd in the senior boys’ race. Marissa and Tibo then competed at Gosford Race Track. Marissa followed up her wonderful cross country result by winning the 9yrs girls’ 100m at the Zone carnival. She finished 12th at the Sydney North Regional carnival held at Homebush. A terrific effort!
specific sports, to represent the Pittwater Zone at regional carnivals. We are thrilled to have had several selections across a range of sports. Sean (5M) for tennis, Levi (5M) for rugby union, Josh Beezley (5/6Ca) for softball and Talon (5/6Ca) in both rugby league and touch football.

Concluding the touch football carnival, Talon was also chosen to then represent the Sydney North Region at the state championships! Our school community rallied behind him and raised over $300 to help pay for the levy. His team went on to win the state title. These representatives have done themselves, and the school, proud!

The 3-6 school sports program continued this year, offering 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.

K-2 was again involved in the gymnastics program, run in conjunction with the Northern Beaches Gymnasium. This was supplemented by a school-based development program which is overseen by the teachers.

Narrabeen Lakes has forged strong ties with Hockey NSW and AFL Auskick in order to provide after-school programs for our students. These were run over four and six weeks respectively, on our artificial pitch during Term 4.

Finally, it is with great pleasure that we announce the acquisition of the Academy of Sport, Narrabeen, for our next athletics carnival in 2015. We have also been given confirmation to hold the swimming carnival at the Andrew ‘Boy’ Charlton pool in Manly. This allows us to cater for our growing student numbers, whilst providing them with the experience of competing on a professional track / Olympic sized pool.

**General school and specific initiatives**

**SCIENCE**

In 2104, science lessons were based on the new NSW Science and Technology Syllabus K-6 for the Australian Curriculum and combined with Primary Connections units of work from the Australian Academy of Science. Primary Connections units of work focused on developing student’s literacy skills as well as skills in the method of inquiry and investigation using the five E’s model: engage, explore, explain, elaborate and evaluate.

Students developed skills in Working Scientifically and Working Technologically to develop their knowledge and understanding through active engagement in a range of project based scientific investigations and design projects.

At NLPS, students develop their scientific and technological understanding about the Natural and Made Environment through the following sub-strands over a two year period at each stage level:

- Natural World
- Physical World
- Earth and Space
- Living World
- Material World
- Made Environment
- Material World
- Built Environments
- Products
- Information.

In the 2014, students across all stages worked on the following sub-strand areas of science:

Physical World and Living World combined with aspects of Built Environments, Products and Information.

**Early Stage One**

Kindergarten students were taught science by Mrs. Katrina Jeffrey and supported by the class teacher. The topics covered during the year included: Staying Alive, What’s It Made Of? Weather in my World and On the Move.
Students’ sense of wonder and curiosity about the Natural and the Built Environment was fostered through purposeful play, observing, questioning and exploring ideas.

Stage One, Stage Two and Stage Three students were taught by the science teacher, Mrs. Janette Clark. Twelve classes attended lessons once a week in the dedicated science room.

Stage One
Semester One
Students learnt about the Physical World through the study of the forces of push and pull. They conducted hands on investigations about the forces of air, water and gravity. Students also learnt about the sources of light and sound, how they are produced and how they are transmitted.

Semester Two
Students learnt about the Living World through exploring the growth of a range of living things and the processes of growth and change, reproduction and death that apply to all animals. They conducted hands on activities and investigations of mealworms. Year 1 continued this work with Schooilyard Safari, by observing the features and behavior of small animals and the diversity of animal life in the school ground. Year 2 furthered their understanding of growth and change by learning about the growth and reproduction of chickens, as well as how they move, feed and protect themselves.

Stage Two
Semester One
Students learnt about the Physical World through exploring forces and motion. Through hands on activities, students identified forces that act at a distance and those that act in direct contact. They investigated how different sized forces affected the movement of objects. They conducted investigations relating to friction, gravity and pushes and pulls. Students also investigated different heat sources and how heat moves from one object to another. Through hands on activities, students investigated the difference in conductivity of materials.

Semester Two
Students learnt about the Living World through the study of flowering plants. They investigated the process of germination, the stages in a plant’s life cycle and what plants need for growth. Students also explored the mutually beneficial relationships between plants, and animals such as bees and ants.

Stage Three
Semester One
Students learnt about the Physical World through the study of energy. They explored where energy comes from and how energy is used to make changes to their world. Investigations included how energy from the Sun, water and wind is used. They also learnt about the sources and properties of light, and how it enables seeing objects. Students explored how objects reflect, absorb and refract light and how light can be used to meet needs.

Semester Two
Students learnt about the Living World through the study of micro-organisms. They developed an understanding of the role of micro-organisms in food and medicine. Students investigated the conditions micro-organisms need to grow and learnt about yeast and the development of penicillin.

Students also participated in an Australian Museum study of spider diversity in the school grounds. Through the use of the Web2spider resources, students were able to collect data relating to spider diversity and learnt to identify spiders through web identification methods.

EVENT DAYS
Students again participated in National Ride2School Day, Keep Australia Beautiful Day, the PCS Science Fair, Youth Eco Summit and Education Week.

National Ride2School Day was celebrated with students, staff and parents riding, scooting or walking to school. The theme of the day was Super Hero’s of the Environment. A best costume and best dressed bike competition was held to highlight the environmental message of the day. A healthy
breakfast was supplied to all students and families who arrived at school in an active manner.

All classes were allocated specific areas in and around the school environment to clean up on Keep Australia Beautiful Day.

During Education Week, the science room was open for parents to students to visit.

To celebrate National Science Week, students in 4M participated in and presented at the PCS Science Fair held at Narrabeen Sports High School. The theme of the 2014 Science Week Fair was ‘Food of the Future’. Students in 4M presented their investigations on the sustainability issues relating to pork production. All students who attended the science fair viewed presentations given by other students in the PCS.

Four students from Stage Three were selected to attend the PCS excursion to the Youth Eco Summit (YES) held at Newington Armory, Sydney Olympic Park. Students from all the PCS schools were represented at this event. They were able to attend workshops and view exhibits.

SCHOOL ENVIRONMENT AND SUSTAINABILITY

Environmental sustainability education was embedded in all science programs throughout the year to heighten students’ understanding and appreciation of local, state, national and global issues.

A number of recycling programs continued to successfully operate throughout the year. These included:

- Paper and cardboard
- Co-mingled for plastic, metal and glass containers
- Battery
- Print cartridge
- Mobile phone
- Corks

Students from Stage Two and Stage Three took responsibility for the day-to-day management of the recycling programs. Recycling bins were provided to all classrooms and lunch areas.

A house points system was introduced to encourage more responsible identification of items suitable for recycling. House points were allocated for Sharks, Stingrays and Dolphins when correct recycling procedures had been followed in designated bins.

Students in Stages Two and Three collected food scraps for the chickens, worm farms and composts. Students throughout the school were awarded green merit awards for demonstrating a commitment to the school environmental and sustainability programs.

Volunteer students, teachers and parents continued to maintain the school gardens. Each class continued to be responsible for watering and maintaining the raised garden beds throughout the school.

NAPLAN

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Best Start

2014 is the fifth year Narrabeen Lakes has implemented the Best Start Assessment. Matilda Seeney, Diana Mule, Rochelle Loader, Stephanie Horton and Robert Zappia were the teachers that administered these assessments in the first three days of Term 1. Based on the results of the assessments, the students were placed on the literacy and numeracy continuum. The information collected was used by the kindergarten teachers to assist with class formation. During the first few weeks of Term 1, parents received written feedback on their child’s development. The letter also included activities for parents to do with their child at home, to assist with their child’s learning. The assessment also gave teachers valuable information about each child’s progress in literacy and numeracy which assisted with classroom programming and grouping. At regular intervals during the year, students were plotted on the PLAN software in order to track each child’s progress. Using the software teachers could plan activities specific for the individual student’s needs.
This year our whole school had its continued focus on comprehension as well starting to track speaking. All classes from K-6 were plotted on the continuum and with our goal from the previous year that 75% of students were to improve by two or more clusters within the 12 month period. This goal was an ambitious task and was achieved by 65% of our students.

The Best Start Assessment and K-2 implementation of Best Start is a DEC initiative that continues for K-2 children. This year, Year 3-6 PLAN software was introduced to track student’s progress on the literacy and numeracy continuum. All staff involved in Best Start have found it to be a useful tool in assessing and reporting. It provides clear and accurate information about where each student is on the continuum and where they need to be taken to next. This allows teachers to successfully differentiate the curriculum to cater for the needs of each individual student. The program has significantly improved student engagement in literacy and numeracy and has a positive effect on student learning outcomes.

Peninsula Community of Schools

Background: The Peninsula Community of Schools (PCS) was established at the beginning of the 2007 school year. The PCS comprises of three high schools and ten primary schools. Our school is part of this collaborative learning community pooling the resources of our three local high schools and ten area primary schools to partner with each other and with Macquarie University. Over 9000 students from K-12 have been provided with new and dynamic learning opportunities. The 2014 strategic plan included the following targets:

1. To provide relevant and appropriate professional learning opportunities to support quality teaching and learning and improved practice.
2. To enhance the opportunities and delivery of technology enabled schooling.
3. To extend enrichment opportunities for students through links with our partners Macquarie University, Warringah Council, Pittwater Council.
4. To increase opportunities to build social cohesion and participation in the wider community.

Findings: 1. PCS Professional Learning the Peninsula Community of Schools has a commitment to ongoing improvement through a comprehensive professional learning program. PCS staffs have been able to participate in specialised workshops supported by university staff, teachers and community partners, in which they are immersed in innovative teaching and learning practices designed to improve student outcomes across the board. Opportunities delivered for 2014 were:

FOCUS GROUPS:
• 23 Early Career teachers participated in a conference and workshops in Terms 1, 2 and 3.
• 16 teachers participated in the Executive Leadership Mentoring project attending a conference and workshops in Terms 1, 2 and 3.
• 15 DP’s and AP’s continued to met each fortnight working on the implementation of the Australian Curriculum, numeracy.

TERMS 2 and 3 TPL Workshops
• 468 staff attended various workshops held across the PCS allowing staff to share their expertise

2. Technology The established partnership with ADOBE continued. PCS staff participated in workshops using Adobe Muse and Edge Animate. ADOBE professional learning opportunities were also extended to principals and SASS. A technology committee was established to support the ongoing implementation of Adobe software and to assist the technology integration into teaching and learning, to implement BYOD and increase Pedagogical competences in technology.

3. Enrichment A strong focus was maintained in the areas of Senior Shared Curriculum, Enrichment Programs for students and the Young Leaders Program. Warringah Council hosted the Year 6 leadership presentation. Pittwater Council’s Coastal Environment Centre supported the Science Fair. Macquarie University supported the First Lego League Regional competition, students in Leadership, Sustainability and Indigenous Education Programs.

4. Social Cohesion The Peninsula Community of Schools believes in reducing the inequalities and closing the gap between Indigenous and non-Indigenous students. Schools are active in promoting and recognising culture, history and important annual events through initiatives such as:
The PCS Art Festival. Student artworks representing the various themes for Harmony Day, Reconciliation Challenge, Guringai Festival and NAIDOC are exhibited as part of the Guringai Festival.

NAIDOC Acknowledgement

Mona Vale Public School was the host of the “Land Beyond the Sands” Art Festival and NAIDOC Acknowledgement. Transfield Services were proud sponsors of this event.

Students participated in:

- Dance workshops
- Didgeridoo playing boys
- Weaving girls
- Clapping sticks and or stone painting
- Bush Tucker garden
- Stone Axe activity
- Performance from Fred Reid “Let’s Bridge the Gap”
- Presentation from Jim Williams
- An overnight camp out on school oval

Other Achievements:

- Education Week was launched with the PCS Music Festival “Giggle and Grin” Students from Kindergarten to Year 12 sang and danced across the stage over two nights.
- The PCS Science Fair held in Science Week celebrated “Food for our future: Science feeding the world” PCS was fortunate to have engaged with a Scientist In Schools representative who assisted with the wonderful showcase of Science and technology presentations from the 13 schools. Local Government and local businesses supported this event.
- Students from the PCS attended the Youth Eco Summit
- A project based student leadership program was developed – Project Green Sea Turtle which was supported by Pittwater Council, Warringah Council, Take 3, Gibberagong Environmental Education Centre and Taronga Zoo. The project was awarded an NRMA Sustainability Community Grant

Future Directions: The Peninsula Community of Schools is constantly evolving as a learning community. A strong focus on our STEM programs will continue through the Science Committee, participation in the Youth Eco Summit and Robotics programs. Professional learning for staff and enrichment programs for students will continue to be at the core of our operation.

Other programs

Technology

Our school’s focus this year was on the integration of wireless technology. Our entire school is setup on a wireless network. Every classroom throughout our school has the capability of being a wireless computer room. With this, we have a set of 8 iPads for each stage across the school. These are timetabled out to ensure equitability. This year our staff implemented lessons to explore various multimedia apps. With this 21st century learning, our school has created two committees that are looking at the SAMR model and the Accelerated Learning Framework. These teams are working towards presenting to the staff their findings in order to move forward together in 2015.

Our total number of computers and laptops has reached 114. We received 30 new desktop computers. These were integrated into our current designated computer room and those replaced were sent to be utilised in the classroom setting. Our dedicated computer room is used by all classes for approximately one hour per week. Students engage in various programs both online and on our school network.

This year, Narrabeen Lakes bought subscriptions to Mathletics and Reading Eggs/Reading Eggspress online software. This software enables the teacher to assign lessons to the individual students needs and is a fantastic supplement to the regular classes program.

The school’s video conferencing room is regularly utilised by both classes participating in an incursion and teacher professional learning.

The school utilises Beebots, Probots and NXT robotics on a class by class basis. All students have access to this equipment throughout the year.

The school uses its website to communicate with parents and the wider community on a range of events and information on day-to-day happenings of school life. On top of this the school signed up to the Primary Parent Planner application. This is an app
for smartphones that keeps parents up to date with calendar events for the school as well as notifying parents immediately of any urgent matters.

Our school has started to implement SENTRAL which is a learning and student management software system that has capabilities that include tracking student welfare, monitoring attendance, reporting facilities and tracking data across the years.

The school continues to utilise the DEC recycling program in order to keep a sustainability focus. We have recycled numerous old televisions, VCRs, printers, computers and laptops.

**Multicultural education**

Narrabeen Lakes has a growing number of family groups from a variety of cultural backgrounds. Acceptance, tolerance and inclusion of various cultural groups are highly valued principles at our school.

Many of the HSIE units of work studied involve multicultural themes, increasing the children’s understanding and tolerance of other cultures. These include studies of Bali and countries such as Japan and China. As part of their studies, children learnt songs and played traditional games from these cultures.

The new English Syllabus was implemented this year. Many of the texts studied have a focus on Aboriginal and Asian studies. Literacy packs with multicultural and Aboriginal themes were also used in class literacy programs.

Year 2 classes were involved in a series of connected classroom lessons, in which they were learning Indonesian. Year 6 children undertook weekly lessons in Mandarin. These were conducted by one of the Language teachers from Narrabeen Sports High School.

As part of Primary Interest Groups, Mrs Adam taught a class in German for Beginners

Narrabeen Lakes again hosted a Harmony Day conference for the Peninsula Community of Schools (PCS) school leaders. Our Year 6 captains, vice captains and prefects all benefitted greatly from, and contributed significantly to, the conference.

Students from K-6 again this year participated in the Musica Viva program. The performance “It’s a Big, Small World” was presented by the group, The World According to James, who performed original compositions inspired by styles from South America, Europe and Australia. Children learnt movement sequences for several of the songs, even enjoying a tango to one piece!

This Year Ethics classes were introduced as an alternative to scripture classes. Students in Years 1-2 and Years 3-4 were able to take part in these lessons.

Protestant, Catholic and Baha’i scripture classes were held each Wednesday morning. The groups came together several times throughout the year for combined events.

**Aboriginal education**

Narrabeen Lakes Public School continues to provide opportunities for our Aboriginal students as well as our general school population to learn about traditional Aboriginal culture. Aboriginal perspectives are included in all key learning areas.

Staff members, in collaboration with parents, prepare Personalised Learning Programs for each Aboriginal student in their class, setting realistic goals with adjustments and accommodations which maximise learning outcomes for each Aboriginal student.

Stage 1 and Stage 2 have completed units of work in HSIE which have a strong Aboriginal perspective. ‘The Need for Shelter’ using ‘Caring for Place, Caring for Country’ a DEC resource for Stage 1 HSIE, ‘Who Will Buy?’, ‘State and National Parks’ and ‘Our Fleeting Past’.

Literacy groups in all stages include texts from resources like ‘Yarning Strong’, ‘Indij Readers’ and ‘Message Sticks’ as well as various interactive websites. These link to our HSIE studies.

This year, as part of the PCS NAIDOC Week celebrations our indigenous students were invited to the ‘Lands Beyond the Sand’ event at Mona Vale Public School. Activities such as learning to play a didgeridoo (boys only), traditional games, weaving, dancing, treasure hunt and sausage sizzle were followed by storytelling and a camp out.
An Art Exhibition including works completed by our Aboriginal students was held on the same evening. It was then made into a travelling art show and was viewed at each of the PCS schools. Artwork by indigenous students was exhibited at Mona Vale Community Hall along with that of local Aboriginal artists at the AECG (Aboriginal Education Consultative Group) exhibition.

As part of our 125th birthday event, traditional Aboriginal games were learnt and played by students.

**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 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 weekly 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, social, welfare and physical needs. Funding for this support enables the school to employ SLSOs and is provided through the following DEC programs: Every School, Every Student (ESES), Learning and Support Teacher (LaST), Reading Recovery (RR) and Integration Funding Support (IFS).

**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 and non-judgemental manner.

It is our intent that no child should miss out on educational opportunities due to family circumstances.

Our school supports in many ways, for example:

- all staff have been trained in Positive Behaviours Engaging Learners (PBEL).

During 2014, these expectations were refined to include all classroom expectations,

- the school has revised and implemented a new Discipline Policy based on the PBEL expectations of Behaviour – ‘Respect, Responsibility and Have A Go’. This levels system is above all fair, transparent and based on positive outcomes for all students,

- increased staff presence in the playground at break times,

- specific allocations of school funds to support families in need of assistance with uniforms, excursions, textbooks, school fees, sport fees, band fees, dance fees and school camp

- sandwiches and milk for children whose parents have not been able to provide food,

- setting up of a Pastoral Care system among staff, providing a little extra TLC for children identified as needing some extra emotional support,

- use of a washing machine and dryer to enable staff to wash uniforms when necessary

- collection of a range of uniforms, socks and undergarments to lend to ensure children are not embarrassed by their circumstances.

We strongly believe a partnership of mutual respect and open communication between the school and family is essential to the well-being of our students.

**Progress on 2014 targets**

Target One: With a school wide professional learning improving reading outcomes through the New Reading K-6 program, the school amended its target to: By Week 6 of Term Three 2014, 75% of students will have improved in comprehension by at least two clusters on the Literacy Continuum. 69% of students achieved this target.

Target Two: A 20% reduction in behaviour referrals to executive staff by end of Semester One. Referrals were actually reduced by 30%.
Key evaluations

As part of our planning for the new School Strategic Plan, the school undertook a number of surveys using Survey Monkey.

In the School Values survey, 96 surveys were returned from 260 families. This represented a 37% return rate. 84 students and 14 staff also contributed to the survey.

Findings and conclusions

Narrabeen Lakes Public School values:

1. A caring learning environment
   Agree: Parent 100% Student 98% Staff 100%
   Average 99%

2. Excellent academic results
   Agree: Parent 94% Student 100% Staff 100%
   Average 98%

3. High teaching standards
   Agree: Parent 97% Student 90% Staff 100%
   Average 99%

4. A range of interesting programs
   Agree: Parent 97% Student 100% Staff 100%
   Average 99%

5. School discipline and correct school uniform
   Agree: Parent 96% Student 100% Staff 95%
   Average 97%

6. A well rounded education
   Agree: Parent 97% Student 94% Staff 100%
   Average 97%

7. Challenging programs for students in need of enrichment
   Agree: Parent 98% Student 95% Staff 77%
   Average 90%

8. Good access to technology in learning
   Agree: Parent 98% Student 100% Staff 100%
   Average 99%

9. Parental involvement is welcomed
   Agree: Parent 99% Student 98% Staff 100%
   Average 99%

10. All students are welcomed
    Agree: Parent 100% Student 95% Staff 100%
        Average 98%

This was quite a very pleasing response that reflects the very positive environment at the school. All final figures have been rounded up or down.

Homework

During 2014, the school reviewed the area of homework. A total of 98 surveys were returned, representing 38% of school families.

Responses were as follows:

1. Homework is an important part of the learning process.
   Agree: Parent 81%

2. Finding time for homework is difficult
   Agree: Parent 77%

3. Homework teaches time management skills
   Agree: Parent 82%

4. Internet access at home is important to assist with studying
   Agree: Parent 87%

5. Use Mathletics at home 1 or more times per week
   Agree: Parent 35%

6. Use Reading Eggs/Eggspress at home 1 or more times per week
   Agree: Parent 28%

7. Homework can cause stress at times.
   Agree: Parent 74%

Future directions

The school will review its homework policy during 2015 to reflect and respect the finding in this survey. Parents will be kept abreast of changes in via The Pelican Post. Community representatives will be invited to participate in the policy formation process.

Professional learning

Staff at Narrabeen Lakes participated in a range of professional learning activities throughout 2014, linked to core school targets and improvements in teaching and learning. The school’s professional learning plan included five School Development Days, one each at the beginning of Terms 1, 2 and 3. A sixth additional day was funded by the DEC at the beginning of Term Two to support implementation of the new Australian Curriculum. Staff elected to move one of two on the final two days of Term 4 to Saturday 13 September. Staff also attended weekly in-service sessions. The Term 2 School Development Day was a combined PCS activity day. Staff also attended courses both within and outside school hours.

Targets 1, 2 and 3 for 2013 included related training for teachers and funds were allocated accordingly. In 2014, the school spent $24,600.27 on the professional learning of staff. The average expenditure per teacher on professional learning from all sources was $1,379.73.
School development 2015–2017

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In consultation with the community, staff and students, the school has three clear strategic directions:

1. High expectations and quality student learning
2. Promoting quality teaching and leadership
3. Quality systems

Full details will be available when the plan is published on the school’s website.

The Peninsula Community of Schools' targets for 2013–2014 are:

1. To provide relevant and appropriate professional learning opportunities to support quality teaching and learning and improved practice.
2. To enhance the opportunities and delivery of technology-enabled schooling.
3. To extend enrichment opportunities for students through links with our partner Macquarie University.
4. To increase opportunities to build social cohesion and participation in the wider community.

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.

Mr Andy Rankin, Principal
Mrs Lynn Chant, Assistant Principal
Mr Ian Phillips, Assistant Principal
Mr Robert Zappia, Assistant Principal
Mrs Janette Clark, Teacher
Mrs Simon Alderton, Teacher
Mrs Susan Mayo, Teacher
Mr Ryan McMahon, Teacher
Mr Nathan Casey, Teacher
Mrs Elizabeth Mackenzie, School Administration Manager
Mrs Jennifer Sheehan, Parent Representative

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:


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Dressed for our 125th birthday!
Our 125th Anniversary Celebration