

Lane Cove Public School



Play The Game

School Plan

2015-2017



School background 2015 - 2017

School vision statement	School context	School planning process
<p>Lane Cove Public School is a community-focused public school valuing a proud tradition and shaping a positive future. The school's goals are to:</p> <ul style="list-style-type: none"> • Address individual student needs and abilities • Embrace the concept of personal best to promote student achievement and success • Promote the school and a community of life long learners • Develop personal values of respect, honesty, fair play and compassion • Encourage students to assume responsibility for their learning and behaviour and property • Foster creativity, initiative and leadership in a changing complex world • Promote healthy lifestyles which encourage personal commitment to safe choices, exercise and the environment • Develop school, community and national pride through emphasis on co-operation and teamwork 	<p>Lane Cove Public School is a NSW Government Primary School (Kindergarten to Year 6) located in Lane Cove, on the lower North Shore of Sydney. The school has a proud tradition of excellence and sustained, high, all round student performance. It offers a broad curriculum centred on high standards of literacy and numeracy. It has a strong focus on technology in learning.</p> <p>The school encourages students to set goals and the expectation is that each student achieves his/her best. We also encourage a sense of civic and social responsibility.</p> <p>As well as its strong academic programs the school offers an outstanding extra-curricular music program which includes a concert band, a jazz ensemble, an orchestra and a number of training bands.</p> <p>This music program is organised by a dedicated committee of the very active and supportive Parents and Citizens Association (P&C).</p> <p>The school also offers an extensive sport program and co-curricular activities including debating, public speaking, dance and choir. Chess, Hebrew, French and Mandarin are available as after school activities. Lane Cove Public School has a dedicated staff supported by strong partnerships with parents and community.</p>	<p>In 2014, as part of the process of developing the new school plan for 2015-2017, the school sought the opinions of parents and caregivers, students and teachers about the school. All parents and staff were asked to respond to a written survey with four questions: What is special about Lane Cove Public School? If things were to change what do you not want to lose? If you had a magic wand what would you like to change? What are the key areas that you think the school should focus on in the 2015-2017 school plan?</p> <p>In addition to the surveys, and over a number of staff meetings, teachers discussed and identified suggested areas for change and focus in 2015-2017. Committees and focus teams also evaluated programs and developed plans for the new school plan.</p>

School background 2015 - 2017



STRATEGIC DIRECTION 1

Enhance a strong learning culture to develop the knowledge, understandings and skills of all students.

STRATEGIC DIRECTION 2

Improve student learning outcomes through syllabus implementation and the provision of quality teaching programs and practices.

STRATEGIC DIRECTION 3

Collaborate with whole school community to enhance a strong learning culture and provide a positive, productive and well-resourced learning environment.

The 2015 -2017 strategic directions will be achieved through the implementation of the comprehensive plans developed by teachers working collaboratively in the following committees:

English,
Maths
Student Well-being,
History & Aboriginal Education,
Science, Technology & Environmental Education.

The plans of these committees contain strategies in a number of common areas. These include implementing new syllabuses, facilitating appropriate professional learning and collaborative planning, increasing use of technology in teaching and learning programs, contributing to a review of assessment and reporting, evaluating with data gathering, reviewing resources, making adjustments for students and communicating with parents.

The many school programs and events provided for students will be developed and coordinated by the program teams:

Creative Arts
PDHPE (Personal Development, Health, Physical Education)
School & Community.

English



Intended Outcome: 1. Improved student understanding, knowledge, enjoyment and performance in English

Indicators	Strategies	Responsibility	Time Frame	Resources
<p>Increased understanding of Australian curriculum in English</p> <p>Increased collaborative planning</p>	<p>Professional Learning</p> <ul style="list-style-type: none"> • Continue to develop staff understanding of key English syllabus knowledge, understanding and skills and links with DEC literacy continuum: <ul style="list-style-type: none"> ➤ staff attend professional learning to support teaching and learning strategies and adjustments to meet student needs ➤ kindergarten staff administer Best Start assessment and use data for planning teaching ➤ stage 1 and 2 staff learn about literacy continuum and resources to assist with English teaching ➤ staff attending professional learning share new knowledge with grade teams ➤ horizontal and vertical sharing sessions of ideas, programming and successful teaching and learning strategies for term and semester English planning ➤ investigate/share Quality Teaching strategies in English. 	<p>English Committee coordinator</p> <p>Grade coordinator</p>	2015-2017	
<p>Improved NAPLAN results in writing and representing</p>	<ul style="list-style-type: none"> • Identify areas of student need in the processes of responding and composing and across all English syllabus objectives: <ul style="list-style-type: none"> ➤ analyse NAPLAN results/grade assessments/class evaluations with emphasis on areas requiring further attention e.g. audience in writing/representing ➤ identify annual/semester priority areas for student and teacher learning ➤ provide professional learning to address identified areas, e.g. teaching grammar ➤ trial/purchase resources, e.g. for teaching new areas in syllabus (refer to technology strategies) ➤ grade meetings for discussions on teaching strategies, e.g. for improved writing, developing texts using technology; reading and viewing texts. 	<p>English Committee Coordinator</p>	2015-2017	Casual relief

English



Intended Outcome: 1. Improved student understanding, knowledge, enjoyment and performance in English

Indicators	Strategies	Responsibility	Time Frame	Resources
Increased use of technology	<ul style="list-style-type: none"> • Develop English scope and sequence documents for each stage: <ul style="list-style-type: none"> ➤ grammar ➤ writing and representing ➤ text requirements to support explicit teaching of text structures. • Develop units of work based on quality literature/texts <ul style="list-style-type: none"> ➤ explore programming organisation for integrated English units ➤ provide collaborative planning time ➤ liaise with learning support personnel to include strategies to support all students. <p>Technology</p> <ul style="list-style-type: none"> • Continued and improved use of technology to enhance teaching and learning in English: <ul style="list-style-type: none"> ➤ iPad applications, Film making in year 5 ➤ support teachers to learn about a wider range of electronic texts. ➤ implement technology to assist students with learning difficulties ➤ provide opportunities for parents to see student technology work samples 	English Committee coordinator	2015-2017	
Resources purchased	<p>Resources</p> <ul style="list-style-type: none"> • Purchase of resources to support English teaching and learning: <ul style="list-style-type: none"> ➤ investigate online subscriptions to websites eg. reading eggs, zip tales, story bird, PETA ➤ replenish home and school reading resources for each grade 	Grade Coordinator Technology Team	2015 →	\$11,000

English



Intended Outcome: 1. Improved student understanding, knowledge, enjoyment and performance in English

Indicators	Strategies	Responsibility	Time Frame	Resources
<p>Assessment and Reporting practices reviewed and altered if appropriate</p> <p>Number of students participating in competitions</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Review of English assessment and reporting practices: <ul style="list-style-type: none"> ➤ programming and assessment ➤ formative assessment – feedback ➤ moderation – Consistent teacher judgement ➤ review of rubrics for assessing writing ➤ self assessment ➤ reflection – learning logs ➤ summative assessment ➤ review of report comments for parents <p>Other</p> <ul style="list-style-type: none"> ➤ entry into writing competitions – Australian Youth Award and Annual Child Writes ➤ maintain involvement in Multicultural Speaking Competition ➤ maintain involvement in debating competitions. 	School Executive	2015 - 2016	

Maths



Intended Outcome: 1. Improved student understanding, knowledge, enjoyment and performance in Mathematics

Indicators	Strategies	Responsibility	Time Frame	Resources
Staff feedback on concept programming	<p>Professional learning</p> <ul style="list-style-type: none"> • Continue to develop staff understanding of key mathematical ideas in the maths syllabus and links with DEC numeracy continuum: <ul style="list-style-type: none"> ➤ staff attend professional learning to support teaching and learning strategies and adjustments to meet student needs ➤ staff attending mathematics professional learning share new knowledge with grade teams ➤ sharing sessions, both horizontal and vertical, of ideas, programming and successful teaching and learning strategies ➤ develop Maths scope and sequence documents for each stage ➤ grade sharing sessions for term and semester planning for maths ➤ trial maths concept programming in 3-5 week blocks ➤ investigate/share Quality Teaching strategies in maths ➤ develop a maths program template. 	Maths Committee, grade coordinators and teachers	2015-2017 ongoing	\$450.00 plus course cost TPL Funds
Number of staff completing CMITO	<ul style="list-style-type: none"> • Implement Count Me In Too professional development for staff: <ul style="list-style-type: none"> ➤ Enrol all interested staff in Count Me In Too online (CMITO) ➤ Utilise grade/stage meeting times to collaboratively complete online tasks ➤ Provide some release time to assist teachers to complete SENA tests ➤ Incorporate knowledge into planned maths units of work. 	Interested staff	2015	Teacher relief costs - \$3,000
Increased % of Year 5 students in Bands 7/8 in Data/Measurement Space and Geometry	<ul style="list-style-type: none"> • Identify areas of need in maths: <ul style="list-style-type: none"> ➤ ongoing analysis of NAPLAN data and other assessment information. • Respond to identified areas of student need in mathematics learning, e.g. Year 5 measurement, data, space and geometry; working mathematically <ul style="list-style-type: none"> ➤ provide professional learning eg. in teaching of data, measurement, space and geometry. ➤ provide resources eg., for teaching measurement. ➤ teachers evaluate lesson effectiveness and analyse student outcomes to ensure growth and improvement. 	Maths Committee Coordinator Teaching Staff	Ongoing	

Maths



Intended Outcome: 1. Improved student understanding, knowledge, enjoyment and performance in Mathematics

Indicators	Strategies	Responsibility	Time Frame	Resources
<p>Resources purchased</p> <p>Number and type of technology applications used in maths lessons per grade per year.</p> <p>Increased range of assessment strategies used to identify and report on student learning</p>	<p>Resources</p> <ul style="list-style-type: none"> • Update maths resources: <ul style="list-style-type: none"> ➤ complete stage audits of current maths resources to identify areas of need ➤ survey staff re resource needs ➤ purchase new materials and storage if needed. <p>Technology</p> <ul style="list-style-type: none"> • Support Mathematics teaching with technology: <ul style="list-style-type: none"> ➤ review/ remind staff of the resources currently available ➤ investigate and share new resources K-6 eg. apps for iPads, subscriptions to websites, interactive textbook software, problem solving resources etc. ➤ professional Learning for staff on using technology in the Mathematics classroom K-6/Report back to staff/Sharing resources with stage teams/staff ➤ review and evaluate use of technology to inform future planning. <p>Assessment</p> <ul style="list-style-type: none"> • Investigate a variety of strategies to assess students: <ul style="list-style-type: none"> ➤ Introduction of PAT and SENA tests to assess students at beginning of the year ➤ familiarisation with numeracy continuum – staff, stage and grade meetings ➤ attend professional learning on current assessment practices ➤ investigate use of technology to assist with ongoing learning and assessment tasks ➤ investigate formative assessments ➤ across grade moderation sessions for assessments ➤ review K-6 maths assessment schedules to determine if all syllabus strands are included and represented ➤ revise reports if needed to incorporate new syllabus content ➤ contribute to whole school assessment and reporting review. 	<p>Maths Committee</p> <p>Maths Committee Technology support staff</p> <p>Maths Committee</p>	<p>2015-2016</p> <p>Ongoing</p> <p>2015-2016</p>	<p>Money required for purchase of Apps/ technology resources/PL</p>

Maths



Intended Outcome: 1. Improved student understanding, knowledge, enjoyment and performance in Mathematics

Indicators	Strategies	Responsibility	Time Frame	Resources
	<p>Other</p> <ul style="list-style-type: none"> Review maths group sizes to determine if there is a correlation to student performance. 	<p>Maths Committee</p>	<p>2016</p>	

Student Well-being



Intended Outcome: Enhanced student engagement through supportive, targeted quality learning programs.

Indicators	Strategies	Responsibility	Time Frame	Resources
<p>% of students with substantial and supplementary adjustments recorded on national database</p> <p>Number of learning adjustment pages completed for students with identified needs</p>	<p>Learning Support Team</p> <ul style="list-style-type: none"> • Maintain processes for planning, consulting and implementing learning adjustments for students with additional learning and support needs and inclusion in national disability data collection: <ul style="list-style-type: none"> ➤ develop documentation aligned to existing learning support processes to provide evidence for inclusion in database ➤ structure parent consultation procedures ➤ support class teachers in planning and implementing adjustments ➤ liaise with external professionals as required to facilitate student learning ➤ maintain student health care plans and processes. • Evaluate, update and align learning support processes and documentation: <ul style="list-style-type: none"> ➤ LST referral – aligned with syllabus ➤ learning Support Register ➤ documentation for working with external agencies ➤ learning adjustment documentation ➤ grade transition process and information sharing ➤ maintain learning support database; monitor performance of high and low achieving students ➤ learning support team personnel grade contact role to facilitate information sharing ➤ parents informed when students included in learning support programs ➤ learning support personnel contribute to parent teacher interviews. • Resources: <ul style="list-style-type: none"> ➤ explore technology options to support students with additional learning needs and assessment of learning needs ➤ purchase teacher reference resources ➤ SLSOs provided to support effective student playground activities and interactions. 	<p>Learning Support Team (LST)</p> <p>Administration staff</p> <p>LST staff</p> <p>All staff Science and Technology committee</p>	<p>2015-2017</p> <p>2015-2017</p> <p>2015-2017</p>	<p>Teacher release day x 2 for participation in planning and review meetings \$800 per year</p>

Student Well-being



Intended Outcome: Enhanced student engagement through supportive, targeted quality learning programs.

Indicators	Strategies	Responsibility	Time Frame	Resources
<p>% of students receiving learning support through different strategies – collaborative teaching, individual support; small group work; in class support</p> <p>Data Measures:</p> <ul style="list-style-type: none"> • Qualitative data • Written evaluations • Refer to 2014 staff evaluation responses • Compare by end of 2015 • ?IPI data? 	<ul style="list-style-type: none"> • Student learning support: <ul style="list-style-type: none"> ➤ trial and evaluate different leaning support strategies, e.g. individual programs, collaborative planning and team teaching ➤ facilitate collaborative planning sessions for team teaching ➤ incorporate technology to provide student learning adjustments ➤ contribute to school assessment and reporting review ➤ flexible allocation of SLSO time to respond to student needs ➤ apply for short term emergency relief as needed to supplement school resources ➤ access DEC support for students with additional learning needs. • Professional learning <ul style="list-style-type: none"> • Increase collaborative planning, team teaching and sharing: <ul style="list-style-type: none"> ➤ grade/stage show and tell sharing sessions with different themes, e.g. student management; books/resources; KLA focus; syllabus implementation support. ➤ professional learning to support effective collaboration between classroom teachers and support staff ➤ identify focus areas and grade/stages for trialling collaboration. • Classroom observations: <ul style="list-style-type: none"> ➤ identify areas to investigate and trial, e.g. technology/English/maths/art; classroom management ➤ staff use RFF time to go and visit classes/drop in sessions ➤ structure a process for teachers to offer classroom for observation. • Ongoing Mentoring system/process. Establish processes for individuals to: <ul style="list-style-type: none"> ➤ nominate as mentor ➤ indicate areas for mentoring ➤ request a mentor in a particular area. 	<p>LST staff</p> <p>All staff</p> <p>Student Well-being Committee</p> <p>Student Well-being Committee</p>	<p>2015-2017</p> <p>2015-2017</p> <p>2015-2017</p> <p>2015-2017</p>	<p></p> <p>\$2,400 to support collaborative planning</p> <p>Release teachers to discuss observations, collaboratively \$2,000</p>

Student Well-being



Intended Outcome: Enhanced student engagement through supportive, targeted quality learning programs.

Indicators	Strategies	Responsibility	Time Frame	Resources
<p>Scope and sequence documents developed for key areas</p> <p>Scope and sequence plans aligned to new syllabus documents Classroom programs incorporate technology learning</p> <p>Data Measures:</p> <p>Return rate of signed discipline agreements</p> <p>Anti-bullying:</p> <ul style="list-style-type: none"> ○ No. competition entries; ○ % entries meeting criteria 	<ul style="list-style-type: none"> ● Liaise with KLA committees to: <ul style="list-style-type: none"> ➢ refine consistency across/between grades and ➢ provide support for teachers new to grade ➢ develop a basic program on server to adjust for class learning needs ➢ incorporate use of technology ➢ include ongoing formative assessment and student feedback. <p>Assessment</p> <ul style="list-style-type: none"> ● Student needs and strengths identified, and appropriate teaching learning programs developed, implemented and evaluated. <ul style="list-style-type: none"> ➢ use a range of assessment information, e.g. TORCH reading test, running records, SENA and PAT maths assessments, classroom observations, class and grade assessments ➢ incorporate technology in assessment processes as relevant ➢ learning support personnel assist class teachers to identify and cater for student learning needs and strengths. ● Student feedback processes used to increase student engagement: <ul style="list-style-type: none"> ➢ K-6 student goal setting processes maintained and strengthened ➢ include student self-assessment in classroom learning ➢ include student surveys and focus groups in programs as appropriate. <p>School Discipline, Anti-Bullying and Anti-Racism Policies</p> <ul style="list-style-type: none"> ● Discipline and anti-racism policies: <ul style="list-style-type: none"> ➢ pamphlets distributed Term 1 each year, signed and returned to school ➢ parents sign and return ➢ harmony day: revisit anti-racism policy with students re-present 2014 anti-racism powerpoint to students at assemblies. ➢ SRC involvement with annual whole school activities 	<p>Student Well-being committee Curriculum committees</p> <p>All staff</p> <p>Student Well-being committee Grade supervisors</p> <p>Student Well-being committee</p>	<p>2015-2017</p> <p>2015-2017</p>	<p>\$1,000 for magnets to promote anti-racism</p>

Student Well-being



Intended Outcome: Enhanced student engagement through supportive, targeted quality learning programs.

Indicators	Strategies	Responsibility	Time Frame	Resources
<ul style="list-style-type: none"> ➤ % of students involved in leadership opportunities (distribution across grades) ➤ SRC attendance levels • Playground mediation trial data – student surveys 	<ul style="list-style-type: none"> • Anti-bullying policy: <ul style="list-style-type: none"> ➤ investigate options of external performers to deliver anti-bullying messages ➤ revisit anti-bullying policy with students through a whole school magnet design competition • Explicit criteria for designs to assist in communicating the anti-bullying <ul style="list-style-type: none"> ➤ message ➤ winners from stage groups/K2; 3-6 ➤ magnets produced for all students? ➤ parent information: competition information also to inform parents of anti-bullying strategies and messages ➤ cyber bullying lessons and information sessions provided for students, staff and parents • Commence review of school discipline policy. Student leadership • Leadership opportunities in K-2 and 3-6 assemblies <ul style="list-style-type: none"> ➤ Year 2 assembly assistants ➤ Year 2 welcomers/ushers ➤ what’s happening this week and SRC reps report (SRC) ➤ embed changes into assembly scripts • Sports leadership opportunities <ul style="list-style-type: none"> ➤ Year 4 sport leadership skills – FlipSport ➤ Year 4 sports leaders in Kinder playground – lunchtimes ➤ participation in Premier’s sporting challenge. • Grade line monitors - option for grades to consider <ul style="list-style-type: none"> ➤ microphone collection and delivery ➤ line monitors: class points, monitoring hats and rubbish. 	<p>Student Well-being Team</p> <p>Student Well-being Committee</p> <p>SRC co-ordinator K-2 and 3-6 Assembly co-ordinators</p> <p>Kinder and Year 4 Teachers PDHPE program team</p> <p>Student Well-being Committee</p>	<p>2015-2017</p> <p>2016</p> <p>2017</p> <p>2015-2017</p> <p>2015-2017</p>	<p>\$3,500 for external cyberbullying presenter for students, staff and parents</p> <p>\$1,000 Kinder sports resources eg. Tennis balls etc.</p>

Student Well-being



Intended Outcome: Enhanced student engagement through supportive, targeted quality learning programs.

Indicators	Strategies	Responsibility	Time Frame	Resources
<p>No./type mediations</p> <p>See separate data measures in TGL project plan.</p> <p>Number of different options available over the school year</p> <p>Incidence rate of playground difficulties – baseline data to measure any changes</p>	<ul style="list-style-type: none"> ● Investigate other student leadership opportunities: <ul style="list-style-type: none"> ➢ external noticeboards – student ownership: SRC team to discuss, allocate roles and boards ➢ technology trouble shooters/photographers: Years 1-6 tech experts identified to support classroom teachers with iPad and other technology implementation. ➢ train and establish playground mediators to support positive playground interactions: Investigate resources/training options, trial playground mentoring with one grade. Other <ul style="list-style-type: none"> ● Provide a variety of learning experiences, e.g. school camps, excursions/incursions, sport programs, outdoor learning centre etc.to increase students learning engagement. ● Implement the Teaching Gifted Learners project (see separate three year plan) ● Increase the diversity of play activities to cater for a variety of student needs. <ul style="list-style-type: none"> ➢ maintain Kinder options with Year 4 sport leaders with equipment at lunchtimes ➢ increase activity options for grades 1-6, e.g. elastics, skipping, Game card ideas ➢ one class responsible for equipment on each grade <ul style="list-style-type: none"> ○ Skipping ropes ○ Tennis balls ○ Bean bags ○ Marbles ○ ?outdoor table tennis table? ● Additional designs painted on playground 	<p>Grade supervisors</p> <p>Student Well-being Committee</p> <p>All staff</p> <p>Executive</p> <p>Student Well-being Committee</p>	<p>2015-2017</p>	<p>\$2,000 additional playground activity resources</p> <p>\$3,000 additional playground design</p>

History & Aboriginal Education



- Intended Outcome:**
1. **Effective whole school implementation of History K-10 Syllabus**
 - 2 Staff and students have increased knowledge of Aboriginal histories, cultures and experiences.

Indicators	Strategies	Responsibility	Time Frame	Resources
<p>Lane Cove Public School's HSIE/History Scope and Sequence K-6 is developed and implemented K-6</p> <p>Teaching/learning programs demonstrate teacher understanding of new syllabus</p>	<p>Professional Learning</p> <ul style="list-style-type: none"> • History Committee members receive training through DEC online training. • History Committee members take understandings of the History Syllabus to grade meetings. • FAQ information will be provided to all committee members to assist in answering K-6 Staff's initial questions. • Committee members to receive DEC professional development through online or external courses. This information will then be brought to k-6 Professional Development meetings. • Area/Cross school professional development opportunity. <p>Syllabus implementation</p> <ul style="list-style-type: none"> • Through professional development, staff gain an understanding of the History K-1- Syllabus Rationale, content, Outcomes, Stage Statements, K-1- History Concepts Continuum and Continuum of Learning in History K-10. • Grade 2 partially implement the History K-1- Syllabus Term 2 2015; The Past in the Present. Partial implementation to be reported on. • Committee members begin partially implementing History outcomes and content in their existing T&L programs. • Grade 2 partially implement new content/outcomes Term 4 2015; Present and Past Family Life. • Grade 2 report to staff on the partial implementation of Syllabus 2015. • K-6 implementation Term 1, 2016 	<p>Coordinator to facilitate All Committee Members Coordinator to distribute Committee members</p> <p>Committee Members</p>	<p>Term 2 2015 Week 1 2015 2015/16 2015/16</p> <p>End of Term 2 2015</p> <p>Term 2 2015</p> <p>End Term 2 2015</p> <p>Term 4, 2015 End Term 4 2015 2016</p>	<p>Free Online training</p> <p>Budget Allowance for professional Development</p>



History & Aboriginal Education

- Intended Outcome:**
1. Effective whole school implementation of History K-10 Syllabus
 - 2 **Staff and students have increased knowledge of Aboriginal histories, cultures and experiences.**

Indicators	Strategies	Responsibility	Time Frame	Resources
Borrowing rates for Aboriginal education resources	<p>Resources</p> <ul style="list-style-type: none"> Local area Aboriginal history resources have been compiled and are to be distributed to Years 2 and 3 staff. These resources will be trialled in units of work culminating in Year 2 'Field of Mars', and Year 3 'Botany Bay' excursions. Aboriginal Education resources will be distributed to assist with implementation of K-6 History Syllabus. A digital resource will be designed to assist staff in the access of an easy to use digital resource. The resource will consist of a small number of key website links to assist in Aboriginal Education. Each website link will be accompanied by a summary and review of resources, appropriate age group, KLA and content areas. This will be launched at a K-6 staff meeting. 	<p>Committee members</p> <p>Committee members</p> <p>Committee members</p>	<p>Term 2, 2015</p> <p>2016</p> <p>Term 2, 2015</p>	
Evidence of inclusion of Aboriginal history in K-6 HSIE/History units	<p>Professional Learning</p> <ul style="list-style-type: none"> Opportunities will be provided for teachers to participate in professional learning focusing upon how to embed Aboriginal histories, cultures and experiences in Teaching and Learning programs The local AECG will be approached to work with grades, in classrooms to promote to rich teaching of Aboriginal history and culture to students. This will also assist in deepening staff cultural competency. Aboriginal Education professional development will be embedded in implementation training for the History K-6 syllabus. Teachers (one per grade) will attend external professional development on the embedding of Aboriginal perspectives. This learning will be brought back to grade / whole staff meetings. A budget allowance will be needed for this. Teachers to receive training (grade meetings) on the embedding of Dreaming stories in English programs. 	<p>Committee Coordinator</p> <p>Committee Coordinator to facilitate location of courses</p> <p>Committee</p> <p>Coordinator to facilitate location of courses</p>	<p>Term 3, 2015</p> <p>Term 4, 2015–2017</p> <p>Commencing Term 4 2015 – 2017</p> <p>Term 3, 2015</p>	<p>Professional development for 7 staff over three years – courses + casual relief</p>

History & Aboriginal Education



- Intended Outcome:**
1. Effective whole school implementation of History K-10 Syllabus
 - 2 **Staff and students have increased knowledge of Aboriginal histories, cultures and experiences.**

Indicators	Strategies	Responsibility	Time Frame	Resources
<p>School celebrations of Aboriginal cultures and histories</p>	<ul style="list-style-type: none"> • In the lead up to NAIDOC Week staff will receive training on embedding Aboriginal perspectives across the curriculum. • Staff surveys indicate that staff are confident in Aboriginal Education– we aim to now provide opportunities to deepen understanding of Aboriginal histories and cultures. <p>Other</p> <ul style="list-style-type: none"> • During Reconciliation Week, students will present speeches (K-6) on reconciliation (topics could include friendship, key historical events and personalities). A digital pack for teachers to be distributed. • The Grade 4 / 5 choir will sing in the ‘Voices for Reconciliation’ concert in the Plaza. • The school community will participate in an Aboriginal Education enrichment program in classrooms leading up to NAIDOC week celebration assembly (K-2 / 3-6), and red, black, yellow mufti day for NAIDOC Week. • Gradually over three years, Aboriginal perspectives to be embedded in weekly News / Speech topics. • Cake and coffee afternoons in the staffroom viewing informative documentaries on Aboriginal history, for interested staff. 	<p>Committee members</p> <p>Committee members</p> <p>Committee members</p> <p>Committee members</p> <p>Committee coordinator</p> <p>Grade Supervisors</p> <p>Committee coordinator</p>	<p>5 – 12 July</p> <p>2015 – 2018</p> <p>27 May – 3 June K 2017</p> <p>Annually 2015 - 2018</p> <p>Annually 2015 – 2018 Grade 2 2015</p> <p>Grade 1 2016 Term 3, 2015</p>	

Science, Technology & Environmental Education



- Intended Outcome:**
1. Enhanced student learning with use of technology across Key Learning Areas (KLAs).
 2. Effective whole school implementation of the NSW Science and Technology syllabus.
 3. Improved environmental education program.

Indicators	Strategies	Responsibility	Time Frame	Resources
<p>iPad co-ordinators established for each grade</p> <p>Number/type of support opportunities and resources</p> <p>Increased daily use of devices in all classrooms</p> <p>Staff confident in the daily use of iPad technology</p> <p>SAMR model evident in class programs student survey responses</p> <p>Number of mentor sessions/observations</p>	<p>Professional learning</p> <ul style="list-style-type: none"> • Effective /ongoing use of iPad technology in all classrooms: <ul style="list-style-type: none"> ➤ establish a contact person for each grade to inspire and facilitate iPad technology. Contact person work with the IT coordinator to manage iPads for their grade. ➤ investigate new apps as part of this implementation. ➤ investigate use of technology to support learning adjustments for students ➤ create a team of teachers from within and outside this committee to collaboratively plan new programs and assist teachers with implementation <ul style="list-style-type: none"> ○ survey needs of one grade ○ model/ share these findings with all staff. ➤ continue to review new Apps for classroom use and share knowledge with staff K-6 • Provide professional learning support for effective staff use of technology in teaching/learning programs: <ul style="list-style-type: none"> ➤ employ experts to build staff confidence and skills: <ul style="list-style-type: none"> ○ provide whole staff, grade/small group professional learning sessions ○ work with small groups of teachers. ➤ provide targeted professional learning for support staff – teaching and SLSO. Participate in grade professional learning. Provide for Library, EAL/D, Science, STLA • Use SAMR model to develop and implement programs with iPad technology: <ul style="list-style-type: none"> ➤ use SAMR model for planning then transfer skills through several apps ➤ different grades work on different KLAs ➤ survey students about learning and engagement with technology. 	<p>Committee members</p> <p>Volunteer group to be established</p> <p>Committee members</p> <p>Committee members</p>	<p>Term 2 – 4 2015</p> <p>2015 – 2017</p> <p>2015 - 2017</p>	<p>Teacher release to research/write programs</p> <p>TPL and school funds</p>

Science, Technology & Environmental Education



- Intended Outcome:**
1. Enhanced student learning with use of technology across Key Learning Areas (KLAs).
 2. Effective whole school implementation of the NSW Science and Technology syllabus.
 3. Improved environmental education program.

Indicators	Strategies	Responsibility	Time Frame	Resources
Increased use of iPad for ongoing assessment	<ul style="list-style-type: none"> • Staff mentoring in technology use: <ul style="list-style-type: none"> ➤ presentation of achievements and progress in the use of iPad technology, set up mentoring schedule. Assessment • Use of iPad technology for ongoing assessment: <ul style="list-style-type: none"> ➤ investigate iPads assessment practice. ➤ visit and make contact with other schools. ➤ include student reflection, incorporating use of iPads and viewing and composing. Liaise with English Committee. ➤ develop rubrics to use for assessing student learning. 	Committee members	2015 – 2017	TPL and school funds
Policy/procedures developed	<ul style="list-style-type: none"> Other • Develop school procedures for effective and safe device usage: <ul style="list-style-type: none"> ➤ write a generic permission note for device use, online programs etc. ➤ write a school acceptable usage policy including use of AirServer, password usage, acceptable sites etc. ➤ investigate BYOD policy 	Committee members	Term 3 2015 – Term 3 2016	
Parent, student and staff feedback on effectiveness of information sessions and lessons	<ul style="list-style-type: none"> • Provide parents, students and staff information about safe, healthy and effective technology use: <ul style="list-style-type: none"> ➤ guest speaker and academic, Andrew Campbell from USYD to conduct sessions with parents, staff and students on the healthy and safe use of technology. ➤ information sessions for Stage 2 and 3 parents re: healthy practice and safe use of social media. 	Science and Technology Committee Exec members	2015 – 2016	
	<ul style="list-style-type: none"> • Investigate locating expertise to conduct coding program: <ul style="list-style-type: none"> ➤ conduct lunchtime groups using SCRATCH program. • Continue to establish email accounts for each class to enable teachers to access student work. <ul style="list-style-type: none"> ➤ Continue to conduct Robotics lessons in Years 3-6 and lunchtime groups. Consider purchase of more robotic sets and entre competitions. 	Committee members	2015 - 2017	

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Indicators	Strategies	Responsibility	Time Frame	Resources
Devices operating efficiently Range of apps being used Increase and upgrade of hardware	<p>Resources</p> <ul style="list-style-type: none"> Ongoing purchasing of hardware and software to allow for optimum levels of student engagement: <ul style="list-style-type: none"> ➤ purchase and set up iPads and carts for each grade ➤ maintain iPads, tablets, Windows computers. ➤ update current apps ➤ purchase new apps to align with classroom programs ➤ upgrade PCs, laptops and increase number of tablets through DEC rollout of hardware. 	IT co-ordinator, technology grade co-ordinators and Principal	2015 -2017 2015-2017	\$100.00 per year per grade for apps \$60,000 DEC funded
<p>Intended Outcome 2: Effective whole school implementation of the NSW Science and Technology syllabus.</p>				
Technology incorporated in science units ??Student survey?? Number student Spectra entries; % increase over time.	<p>Professional Learning</p> <ul style="list-style-type: none"> Ongoing professional development of the Science RFF teachers: <ul style="list-style-type: none"> ➤ professional development opportunities provided for Science RFF teachers. ➤ continue implementation of the new science syllabus. ➤ liaise and harness the expertise in the community to be shared with the science staff. <p>Syllabus Implementation</p> <ul style="list-style-type: none"> Evaluate 2014-2015 science scope and sequence: <ul style="list-style-type: none"> ➤ revise/develop scope and sequence for 2016-2017 <p>Resources</p> <ul style="list-style-type: none"> Investigate and purchase science resources and suitable technology resources: <ul style="list-style-type: none"> ➤ ongoing audits to maintain resources to supplement the teaching program. ➤ source suitable iPad programs for use in science lessons. 	Science Teachers Committee members	2015- 2107	Teacher Professional Learning funds \$2,000 p.a.

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	<p>Other</p> <ul style="list-style-type: none"> • Encourage individual pursuit and research through the continuation of the Spectra program for students. • Liaise with community to establish an after school science club 	Principal	2015	
Intended outcome 3 Improved environmental education program				
Effective use of the outdoor learning area	<ul style="list-style-type: none"> • Constructive use of outdoor learning area: <ul style="list-style-type: none"> ➤ professional Development provided by Committee members and other staff sharing ideas for using frog pond / outdoor learning areas across the KLAs (at a whole school staff meeting). Staff to provide a list of suggestions for ways to use the frog pond. ➤ environmental team to lead grades in incorporating use of outdoor learning area across KLAs. ➤ continued development of outdoor learning areas e.g. logs/seats for frog ponds. ➤ encourage use of the garden and frog pond for all teachers and classes. 	Committee members	2015-2017	<ul style="list-style-type: none"> • Source frogspawn or goldfish for the frog pond • Frog pond keys made more readily available. \$20 • Logs/seats for frog pond. \$500
Participate in Local and National Environmental Events to raise awareness of sustainable living.	<ul style="list-style-type: none"> ➤ school to participate in special events such as: <ul style="list-style-type: none"> ➤ school Clean up Day, Walk/ Ride to School Day and Earth Hour ➤ National Tree Day 	Committee members Committee liaises with Lane Cove Council	Every year	Free resources from council
Improvement in awareness and behaviour towards the environment.	<ul style="list-style-type: none"> • continue to operate student Environmental Club Years 1-6. Train Year 6 environment leaders to lead the team, run the fortnightly meetings, assist with “Wednesday Un-wrapped”, composting, and be involved in maintenance of outdoor learning areas. Environment team will assist leaders to ensure the jobs are completed. Leaders to discuss events and projects around the school. • discussion about paper usage and waste in classes - recycling signs to be made by environment leaders. • awareness of electricity usage and implementation of solution to reduce usage – signs to be made by the environment club next to light switches etc. • Composting signs to be displayed near composting bins and in canteen. 	All staff	2015-2017	<ul style="list-style-type: none"> • Prizes \$100 p.a. Composting signs are in environment boxes Common book

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<p>Collaboration with parent and community volunteers to further develop the after school gardening program</p>	<ul style="list-style-type: none"> • Committee Members to regularly attend after school gardening • Invite parent and community volunteers to attend committee meetings • Communicate through common book between parents, volunteers and teachers 	<p>Committee members</p>	<p>2015-2017</p>	
<p>Teacher and student involvement and understanding of environmental issues</p>	<ul style="list-style-type: none"> • Continue “Wednesday un-wrapped” program • Environment club to participate in a composting program. Students to be trained by parent helpers. • Whole school awareness and participation in the purpose and process of composting. 	<p>All teachers</p>	<p>2015-2017</p>	
<p>Successful integration of environmental education with Science</p>	<ul style="list-style-type: none"> • Professional learning for Science teachers and/ or committee members about the integration of environmental education into class learning. For example, in the Living World content strand of Science and the cross-curriculum priority of sustainability. • Teachers to attend a workshop e.g. in June 2015 Plugging into Nature - Learning Outside the Classroom with iPads • (By blending natural experiences with the authentic use of technology it's possible to create learning experiences that are highly engaging, support cross curriculum priorities and contribute to quality learning outcomes within the new BOS Syllabus for the Australian Curriculum. This course will provide teachers with practical ideas and pedagogical approaches for using iPads outside the classroom to support teaching and learning.) 	<p>Science teachers/all staff</p>	<p>2015-2017</p>	<p>Cost of Plugging into Nature - Learning Outside the Classroom with iPads: \$22 per participant. Plus cost of casual relieving teacher. Total estimate (3 people): approx. \$1,400</p>
<p>Successfully communicate school environmental programs with the school, staff and community</p>	<ul style="list-style-type: none"> • Continual updating of the environment noticeboard outside the Osborne Park Building • Regular updates in the Lane Cove Loop and at assemblies presented by the environment leaders 	<p>Environment committee leader</p>	<p>2015-2017</p>	

Creative Arts



Intended Outcome: Provision of quality learning experiences for students in Creative Arts

Indicators	Strategies	Responsibility	Time Frame	Resources
All students participate in the visual arts enrichment program	<ul style="list-style-type: none"> Conduct a whole school visual arts enrichment program with the employment of two visual arts teachers. Program provides a series of three lessons to each class and culminates in a whole school art exhibition. Art Exhibition- students display their artworks created in the art enrichment program. Students view and appreciate the work of their peers. School community invited to visit art exhibition 	Principal Creative Arts team, parents.	T2 & T3-2015 T3-2015	\$20,000 Release time for organising teachers - \$1,200
Teachers participate in professional learning in visual arts	<ul style="list-style-type: none"> Keep staff informed of professional learning available to them in programming and teaching of Visual Arts e.g. RAWART, Art Gallery NSW, MCA Opportunities provided for students to be informed of and participate in a variety of visual art competitions. 	Creative Arts team	2015-2017	Free or minimal cost
Annual numbers of students participating in music programs and performing in groups	<ul style="list-style-type: none"> Opportunities provided for students to be involved in music groups and to perform both within and outside of the school community (within the structure of school time restrictions) 	Creative Arts team	2015-2017	
	<ul style="list-style-type: none"> Opportunities provided for students to be involved in music groups and to perform both within and outside of the school community (within the structure of school time restrictions) 	Executive, P&C music committee, community members	2015-2017	
	<ul style="list-style-type: none"> Recorder is taught in Year Two by classroom teachers 	Teachers who volunteer	2015-2017	
	<ul style="list-style-type: none"> Quality musical performances by professional groups, e.g. Opera Australia and Musica Viva are organised for the school 	Year 2 teachers Deputy Principals	2015	Students pay
	<ul style="list-style-type: none"> Audit current music resources and investigate the purchase of quality and age appropriate resources to assist with teaching music Purchase quality and age appropriate resources to assist with teaching music 	Creative Arts team member/ members	2016-2017	\$5,000

Creative Arts



Intended Outcome: Provision of quality learning experiences for students in Creative Arts

Indicators	Strategies	Responsibility	Time Frame	Resources
Number of students participating in drama and dance	<ul style="list-style-type: none"> Opportunities provided for students in Years 4, 5 & 6 to participate in Wakakirri dance and drama program and competition Annual production of a Year 6 play involving all Year 6 students 	<p>Teacher volunteers</p> <p>Year 6 teachers, possible external director</p>	2015 - 2017	Students pay to participate + school funds - \$4,000. \$20,000 – school & student raised funds
Increased quality creative arts resources	<ul style="list-style-type: none"> Purchase and display of library art resources. Review storage and sharing of all creative arts resources. Increased opportunities for digital art, film making and photography using iPads. Ensure all classrooms have adequate access to sinks/water 	<p>Librarian</p> <p>Grade coordinators</p> <p>Staff to share expertise</p> <p>Principal & DEC</p>	<p>2015 – 2017</p> <p>2016</p>	Library budget Stage budgets DEC funds
Annual number of students participating in public speaking and debating programs	<ul style="list-style-type: none"> Multicultural public speaking competition conducted throughout classes in Years 3-6, culminating in participation in the DEC area finals Debating teams selected, coached & participate in DEC debating competition 	<p>Assistant Principals & class teachers</p> <p>Teacher volunteers</p>	<p>2015 – 2017</p> <p>2015 – 2017</p>	
Other specialist creative arts programs investigated	<ul style="list-style-type: none"> Investigate professional learning opportunities for different specialist creative art programs, with a view to providing different opportunities for students and staff professional learning 	Creative Arts team & Principal	2016-2017	
Creative arts programming, teaching and assessing reviewed	<ul style="list-style-type: none"> Review teaching, programming and assessing in all areas of creative arts Provide professional learning to equip teachers to teach effectively Buddy teachers to develop expertise in different areas 	Creative Arts team & grade supervisors	2016-2017	School TPL funds

PDHPE (Personal Development, Health, Physical Education)

- Intended Outcomes:**
1. Students provided with a balanced sporting program to promote student well-being and healthy lifestyle choices
 2. Increased staff expertise, knowledge and skills in PDHPE

Indicators	Strategies	Responsibility	Time Frame	Resources
Enhanced student enjoyment/ fitness levels and appreciation for all levels of sport	<ul style="list-style-type: none"> • Utilise external providers, staff expertise, visiting personnel • Provide necessary equipment and organise sport shed to ensure easy accessibility • Introduce non-competitive games at school athletics carnival • Explore possibility of participation in summer PSSA t-ball competition • Investigate fitness program across K-6, short weekly lessons (beep test) to assess fitness levels • Investigate trial gross motor program K-2 • Suggest 'a-thon' fundraising 'skip-a-thon' similar to heart foundation jump rope program replacing 'walk-a-thon' as school fundraising program 	<p>D.P, A.P and PDHPE team</p> <p>PDHPE team and Sports Captains</p> <p>PDHPE team/ sports captains</p> <p>PDHPE Committee</p> <p>PDHPE Committee</p>	<p>Terms 1-4 2015-2017</p> <p>Term 3 2015-2017</p> <p>2015</p> <p>2015</p> <p>2016</p> <p>2016</p>	User pays programs
Increased teacher knowledge through participation, observations, questioning and professional dialogue about skills	<ul style="list-style-type: none"> • Active participation of teachers in: <ul style="list-style-type: none"> ○ regular timetabled lessons ○ gala days ○ knockout ○ carnivals ○ flipsport ○ team trials and selections • Professional learning provided in coaching of targeted sports • Professional learning provided to Years 3-6 teachers in area of athletics and field events skills. Review school's use of external providers in this area 	<p>PDHPE team</p> <p>PDHPE team</p> <p>PDHPE team</p>	<p>2015-2017</p> <p>2015-2017</p> <p>2017</p>	TPL funds \$2500

PDHPE (Personal Development, Health, Physical Education)

- Intended Outcomes:**
1. Students provided with a balanced sporting program to promote student well-being and healthy lifestyle choices
 2. Increased staff expertise, knowledge and skills in PDHPE

Indicators	Strategies	Responsibility	Time Frame	Resources
Review programming, teaching and assessing of PDHPE	<ul style="list-style-type: none"> • Evaluate existing practices, identify areas of need • See above for reference to supporting effective teaching practices • Collaboratively develop scope and sequence documents for syllabus areas K-6 • Establish effective assessment for PDHPE 	PDHPE team	2015-2017	
Continued implementation of sport programs with external providers	<ul style="list-style-type: none"> • Rationalise and refine provision of sport by external providers K-6 to build a sequenced progression of learning • Teaching programs and assessment information provided to class teachers by sport providers 	Deputy Principal + PDHPE team	2015-2017	
Increased resources	<ul style="list-style-type: none"> • Appropriate resources purchased <ul style="list-style-type: none"> ○ Sporting equipment ○ Sporting uniforms 	PDHPE team	Terms 1-4 2015-2017	\$6000 \$3000
Greater staff involvement in all carnivals	<ul style="list-style-type: none"> • Investigate possibility of interested K-2 staff wanting to be involved in school/ zone carnivals are able to replace 3-6 staff for the day 	Teaching staff	Terms 1-3 2015-2017	
Increased teacher confidence in teaching PDHPE	<ul style="list-style-type: none"> • Invite professional sport trainer to demonstrate stretches etc. fitness circuits for staff to use with class • Develop grade sport programs collaboratively to support skills taught by external providers • Set up a folder on the staff drive and encourage teachers to upload ideas for PDHPE lessons (sports, warm up games) with instructions for teachers to use. 	PDHPE Team Grade coordinators and teaching staff	2015-2017	As part of Staff Development day (nil cost)

PDHPE (Personal Development, Health, Physical Education)

- Intended Outcomes:**
1. Students provided with a balanced sporting program to promote student well-being and healthy lifestyle choices
 2. Increased staff expertise, knowledge and skills in PDHPE

Indicators	Strategies	Responsibility	Time Frame	Resources
Improve community awareness of health related initiatives and introduce extra programs at school	<ul style="list-style-type: none"> • Participate in NSW Health initiatives such as “Walk Safely to School” and “Ride Safely to School” • Investigate extending ‘Crunch and Sip’ program • Introduce Sun Smart Program 	Teaching staff	2015-2017	User pay program
Sequenced inclusion of health topics within teaching and learning programs	<ul style="list-style-type: none"> • Continued participation in Life Education programs across K-6 	PDHPE team	2015	
Increase greater awareness of ‘Social Skills’ and participate in ‘Anti-bullying/Cybersmart’ programs	<ul style="list-style-type: none"> • Organise theatrical incursions, e.g. Brainstorm Productions to promote student well-being • Continue kindergarten buddy program with stage three students • School competitions to raise awareness of social issues. • Social skills programs (grade specific) taught by K-6 teachers • Continue ‘Resilience’ program for year six girls 	Executive Staff	2015-2017	
		Executive staff Teaching staff External provider	2015-2017	

School & Community



Intended Outcome: A well-resourced and safe learning environment is enhanced through a positive collaboration with all members of the school community

Indicators	Strategies	Responsibility	Time Frame	Resources
Improved learning and playground environment	<ul style="list-style-type: none"> • Liaise with Department Of Education & Communities (DEC) to maintain buildings • Resurfacing of some playground areas • Continued improvement & maintenance program of gardens • Regular working bees help to maintain grounds • School & community environment groups provide a variety of learning experiences for students • Regular pruning of trees & shrubs throughout site • Playground equipment is maintained • Playground markings for games improved & maintained • Implementation of Master Plan developed by School Council 	Principal & DEC	2015-2017	Annual DEC funds
		Principal, P&C & DEC	2015-2016	\$180,000 (DEC/P&C)
		Principal & P&C	2015-2017	\$30,000 p.a.
		P&C	One per term	\$500 p.a.
		Environment groups	2015-2017	\$7,000 p.a.
		Principal	2015-2017	\$2,500
		Principal	2015-2017	
		Principal	2015-2017	DEC funds
		Principal & School Council, DEC & P&C	2016	
		Principal & DEC	Ensure teaching & learning spaces have appropriate fittings and furniture, including access to water	
A positive and collaborative performance and development culture is sustained	<ul style="list-style-type: none"> • Implementation of the new DEC Performance and Development Framework for teachers through supportive and effective performance and development processes 	Principal & Executive staff	2015-2017	Professional learning funds
		School Executive	2015-2016	
Community members are informed of student learning and contribute to development of school policies and practices	<ul style="list-style-type: none"> • Communication with community <ul style="list-style-type: none"> ➤ a whole school review of assessment and reporting practices is conducted ➤ provide information sessions for parents in various forms and on a range of topics, e.g. grade information nights, Teaching Gifted Learners Project, safe use of online communication 	School Executive & teachers	2015-2017	School funded
		School Executive & various committees		

School & Community



Intended Outcome: A well-resourced and safe learning environment is enhanced through a positive collaboration with all members of the school community

Indicators	Strategies	Responsibility	Time Frame	Resources
A positive collaboration with the wider school community is sustained	<ul style="list-style-type: none"> ➤ regularly update information on school's website ➤ parent input in development of school policies through discussions in regular meetings of P&C, School Council and Finance Committee and feedback through surveys of parents ➤ conduct Welcome Morning Teas for parents new to the school community ➤ liaise with P&C in the development of the directory and community contacts ➤ encourage parent involvement across the school in classrooms, excursions, special projects, gardening clubs etc. 	Principal and parent Committees	2015-2017	
	<ul style="list-style-type: none"> • Monitor sports provider programs and adjust to student and staff needs 	School Executive and PDHPE team	2015-2017	
	<ul style="list-style-type: none"> • Investigate the teaching of a language other than English 	School Executive & School Council	2017	
	<ul style="list-style-type: none"> • Liaise and contribute with wider community e.g. Library, Council, Youth Centre, Plaza events, Kamilaroi Retirement Centre • Teachers and student contribute to wider Departmental events e.g. sports and creative arts 	Whole school	2015-2107	

School contact information

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Play the Game