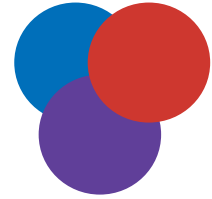


Luddenham Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Luddenham Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Karen Ellis

Principal

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Message from the Principal

I am pleased to provide each family with a copy of the 2015 Annual Report. During the past year the Luddenham Public School community has participated in a variety of programs. Our students have achieved success in many areas and this report serves to highlight some of these.

This year has been a busy, exciting and rewarding one and I would like to outline some of our achievements this year. During the year our school has continued to focus on improving the learning of all students in K-6. We continued our strong partnership with the Nepean Valley Small Schools in the areas of literacy, numeracy and formative assessment and all professional learning activities were held after school hours to enable our staff to continue to provide an engaging curriculum for the 21st Century.

2015 saw the development of a new three-year plan, which encompassed closer links with the three small schools; Orchard Hills PS, Luddenham PS and Wallacia PS who make up the Nepean Valley Small Schools Network. Additional links occurred with Werrington PS, Henry Fulton PS and Cambridge Park PS as part of the 'Taking Off With Numeracy' (TOWN) network of schools. These exciting programs, activities and linkages continue, have increased opportunities for further combined activities.

Many of these activities will be reported upon in greater detail later in this report, along with information regarding student achievement data and progress on our school targets.

In 2015 the Luddenham P&C association worked tirelessly with our school to provide new playground seating, new school signage, additional funds for Simply Swimming and Dance2BFit programs and many more programs to assist our students learning at school. The energy and commitment of our hardworking P&C is greatly appreciated.

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.

Karen Ellis

Principal

Student Representative Message

As the 2015 School Captains we assisted with many activities and fundraising events throughout the year. Throughout 2015 we raised funds for many charities including Stewart House, Jeans for Genes and Medical Research for childhood diseases.

Throughout 2014 we assisted the school in K-6 Assemblies, Science Day Activities, Education Week activities, End of Year Concert and Presentation Day.

Madison Haes, Connor Russell, Jack Chamberlin and Cavarney Davy

School background

School vision statement

We are committed to the provision of effective learning in a caring, safe, supportive and cooperative environment.

We have high expectations in learning and are committed to each member of our school community striving for personal best.

We value and respect the individuality and strengths of all students.

We seek to develop respectful, safe, responsible and independent learners who strive for their personal best in all aspects of school life.

We endeavour to develop active and engaged learners who can think critically and creatively in the 21st century.

We are inclusive of the whole school community in preparation of our students in the 21st century and value the involvement of the whole school community in our school.

We encourage tolerance, kindness, fair play and team work in all aspects of school life.

School context

Luddenham Public School is a small school situated 15 kilometres south of Penrith. The school is part of the Luddenham community in a semi-rural area. The school consists of a teaching principal and three permanent teaching staff, permanent part-time staff for library and release from face to face, a teacher to support students with learning difficulties for one day a week and temporary teacher employed as part of the teaching principal allocation.

Four multi-aged classes have been formed to accommodate the 81 students enrolled at the school. The school is committed to improving the literacy and numeracy achievements of all students. Learning for all is at the core of all that we do at Luddenham Public School. We strive to develop respectful, safe, responsible and independent learners in a safe and caring environment. We have a strong focus on the differentiation of the curriculum to suit the learning needs of all students.

Our school is an active participant in both the Penrith Valley Small School's Network and the Glenmore Park & Nepean Valley Learning Community.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a major focus of this year. Expectations of behaviour are explicitly taught for all school settings to develop positive and respectful relationships in our school. Our students are taught to accept responsibility for their own behaviours and these were demonstrated in our student's reflections on their learning and behaviour each term. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions.

Our major focus in the domain of Teaching has been on collaborative practice and professional teaching standards for staff members. Teachers regularly use student performance data and student feedback to evaluate the effectiveness of their own teaching practices. Teachers work together to improve teaching and learning in their classrooms, across the school and across the Nepean Valley Small Schools Network and other learning alliances. We have had a particular focus on improved teaching methods in literacy and numeracy with professional learning activities focused on building teacher's understandings of effective teaching strategies in these areas. Our teachers are committed to their ongoing development as members of the teaching profession.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. The school articulates a commitment to equity and high expectations for learning for each student. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Student Learning: Students will be successful learners who demonstrate capacity to engage positively in all aspects of society.

Purpose

To provide a learning environment that sets high expectations for all students to achieve their personal best in all aspects of school life. Students will be productive, creative and ethical users of technology, equipped with the skills required for the 21st century. Students will be nurtured to become resourceful, collaborative, creative, empathetic and resilient lifelong learners.

To develop in students the ability to think critically and creatively to contextualise their learning beyond the classroom and to have the ability to reflect and work independently and collaboratively to make sense of their world.

Overall summary of progress

Luddenham Public School had a whole school approach to quality teaching and learning in all classrooms. The school has developed quality teaching units of work in all curriculum areas that are shared amongst staff. Class programs and classroom observations evidence indicates that quality teaching and learning activities are being taught across the school. Students in Year 1-6 goals for learning have also demonstrated our students drive to achieve their personal best in all aspects of school. The school differentiates class literacy and numeracy programs ensuring that all student needs are met. Targeted learning support for identified students K-6 has improved the results of our students as indicated in PLAN data and NAPLAN growth.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
To sustain 80% growth from Years 3 to 5 in NAPLAN Literacy and Numeracy results.	Student growth in all areas of NAPLAN exceeded NSW DEC growth. School growth in grammar and punctuation was 46.1 points above state growth, 15.3 points above state growth in spelling, 50.1 points above in writing, and 4.8 points above state growth in reading. Student growth in numeracy has improved but is below the state growth.	RAM Socio-economic funding \$32900 Low adjustment \$8300
70% at stage appropriate level on PLAN 90% of students at expected level of behaviour as indicated in Sentral Wellbeing data.	75% of students in K-6 are at stage appropriate clusters on the literacy and numeracy continuums. All staff reported to parents using the data from the continuums in literacy and numeracy. Sentral Wellbeing data indicated that 90% of students were on track with their behaviors. Staff used the data collected to analysis playground areas of need as well as identified student behaviors that were causing concern.	RAM socioeconomic funding \$32 900 Low adjustment\$8300

Next steps

- Implement quality mathematics teaching learning activities with a focus on maths mastery and developing comprehension on problem solving tasks.
- Implement Quality Teaching Rounds as a strategy for developing and strengthening the quality of teaching in all curriculum areas.

Strategic Direction 2

Staff Learning: Staff will be high performing, collaborative and dynamic lifelong learners.

Purpose

To enable staff to be active, fearless and collaborative facilitators through creating an engaged and collegial community of learners. To provide high quality professional learning across our network of schools leading to teaching that demonstrates curriculum innovation, evidence based quality teaching and leadership capability that inspires learning. To ensure the continued alignment of our school's primary purpose with our programs and practices using the Australian Principal Standard and Australian Standards for Teachers.

Overall summary of progress

Luddenham Public School places great importance on professional learning of staff. This year we have ensured that all professional learning is linked closely to teacher professional goals and the strategic directions of the School Plan. All class teachers developed strong Performance Development Plans (PDPs) to develop themselves professionally and to meet the strategic directions. This allowed staff to be valued, to recognise their contributions and to build organisational capacity. Teacher went through a process of self-assessment and a formal annual review. We have engaged in strong professional learning in Formative Assessment and Quality Teaching Rounds. Leaders from Mulgoa have facilitated this learning to staff at our Community of Schools in the form of a School Development Day resulting in the building of capacity and systems leadership and the strengthening of the quality of teaching. A stronger Community of Schools partnership has continued to develop.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Increased participation in Professional Learning activities as evidenced using MY@PL data	All staff had well developed Performance Development Plans with goals aligned to personal and school directions.	\$9338 Professional learning
100% of staff actively engaged in all professional learning activities at school and learning alliances	All staff developed and successfully completed their Performance Development Plans. Whole staff professional learning occurred in Formative Assessment and Quality Teaching Rounds, School Planning, School Excellence Framework, Implementation of formative assessment strategies in all classrooms. Four small schools to implement Quality Teaching Rounds in 2016.	\$9338 Professional Learning

Next steps

- Performance Development Plans will be revised and modified as a result of reflection and self-assessment and any adjustments to be made to the School plan.
- Our key focus to be undertaken in 2016 as part of the implementation of the 3-year plan is the implementation of Quality Teaching at Luddenham Public School, which will then be extended to incorporate colleagues in the Nepean Valley community of Schools.
- Greater focus on Aboriginal Education focussed on developing teacher learning.

Strategic Direction 3

School and Community Learning: A high performing school and community that is conclusive, informed and engaged.

Purpose

To engender a school community that operates in a collaborative and sustainable manner that embeds a system of values and a culture of success. Through reflective practices and whole school planning and effective and meaningful partnerships, stakeholders are empowered to contribute positively to the school community and support student learning. To ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare programs which enhance understanding of expectations and achievement in a caring and respectful community.

Overall summary of progress

During 2015, the school consulted with students, staff, parents and the community to develop a three-year plan containing three strategic directions; Student Learning, Staff and Leader Learning and School and community Learning. School learning involved strong programs of professional learning focused on formative assessment, quality teaching rounds and TOWN. Other learning was identified by individual staff members as part of the Performance Development Plans. The school worked closely with Mulgoa, Wallacia and Orchard Hills Public Schools in all areas of professional learning.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
20% increase of parent feedback demonstrating the success of school programs.	In 2015 the school was more successful in gaining feedback from our parents. The school asked parents to complete surveys while attending special events at school resulting in 60% of surveys being completed.	\$3100
Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation	All staff actively set high expectations for our students learning using quality teaching and formative assessment strategies to enhance student engagement.	

Next steps

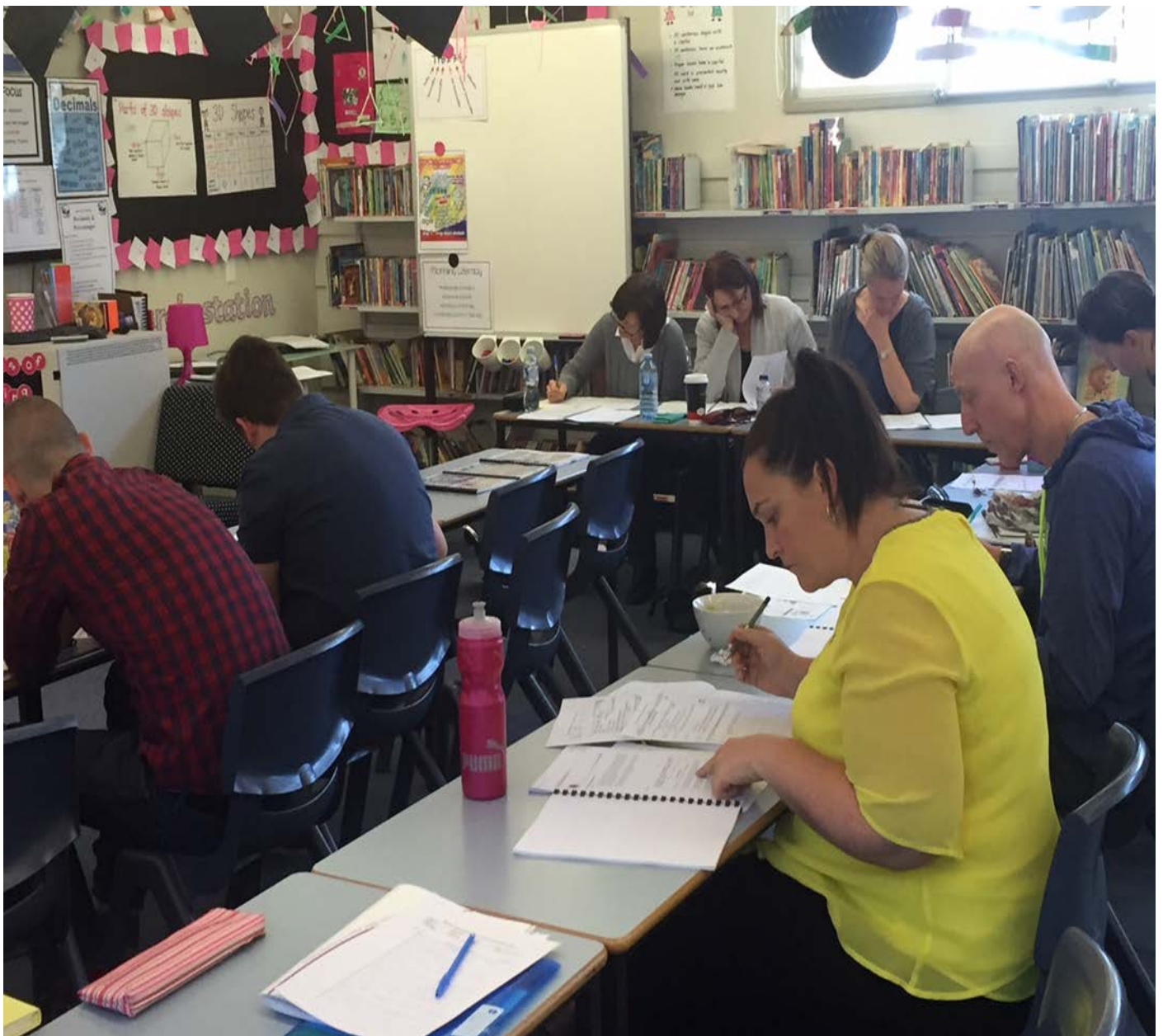
What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

- Greater emphasis on communication and engagement with the community and become a Kidsmatter School
- Greater emphasis on involving parents and the community in school life e.g. parent helpers, parent workshops in maths
- _ Continue to increase the ways that we communicate with our community through newsletters, website, Facebook page and Skoolbag App

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	All students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums. Increasing numbers of parents were involved in the development and monitoring of the ILPs. Aboriginal students are demonstrating higher average levels of progress. Cultural significance is included in all ILPs in consultation with Aboriginal Elders.	Strategic Direction 1 and 3 \$5270 Aboriginal funding
Socio-economic funding	<p>Our Socio economic funding has been used to provide additional learning support teacher time by an additional day and half to increase our total learning support teacher allocation to 3 days per week. We have also used this funding to fund additional School Learning Support Officers to work 4 days each week across our school in all K-6 classrooms with targeted students to improve learning outcomes and assist with the wellbeing of our students.</p> <p>This funding has also enabled our school to update school signage, purchase quality resources to support learning, reduce the cost of school events such as Surfing Scientist, Athletics, Excursions and Simply Swimming.</p>	Strategic Direction 1 and 3 \$38700.82 \$14133.18
Low level adjustment for disability funding	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Thirty five students were referred for learning support. All additional funding has been used to provide support for all targeted students through the employment of School Learning Support Officers to assist our targeted students in literacy, numeracy, language development and behaviour.	Strategic Direction 1 and 3 \$8300

Other school focus areas	Impact achieved this year	Resources (annual)
Learning Support Plans	In 2015, the school initiated a comprehensive Learning Support Program involving Learning Support Interviews with all targeted students to devise Personalised Learning Plans to set goals for learning achievements in 2015. 100% of parents/caregivers attended these meetings strengthening the partnership between home and school.	Strategic Direction 1,2 and 3 \$1000
Kindergarten Transition program	The Kindergarten Transition program has continued in 2015 allowing our Kindergarten students time to transition and form positive relationships with the school and peers. Feedback from parents has been very positive and all students starting school at the beginning of each year transition with ease and quality teaching and learning can start at the beginning of the year.	\$500 Kindergarten School bags



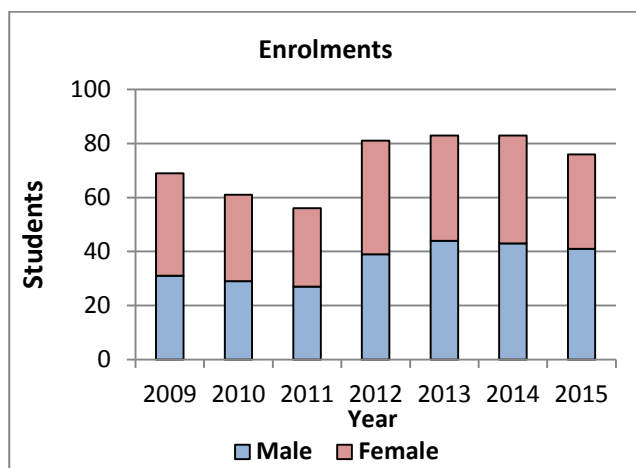
Mandatory and optional reporting requirements

Student information

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

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	31	29	27	39	44	43	41
Female	38	32	29	42	39	40	35



Student attendance profile

Year	2010	2011	2012	2013	2014	2015
K	97.0	92.6	94.5	93.6	93.2	92.5
1	93.0	95.2	95.6	90.6	90.5	88.4
2	92.4	88.4	94.0	95.9	93.5	91.2
3	93.9	91.3	91.3	96.2	91.1	87.7
4	96.0	97.3	91.4	91.7	95.8	89.6
5	96.5	95.7	93.0	89.7	93.2	96.2
6	95.1	92.9	94.7	95.6	93.4	91.3
Total	94.5	93.0	93.3	92.5	93.0	90.6
K	94.7	94.7	94.3	95.0	95.2	94.4
1	94.2	94.2	93.9	94.5	94.7	93.8
2	94.4	94.2	94.2	94.7	94.9	94.0
3	94.5	94.4	94.4	94.8	95.0	94.1
4	94.5	94.3	94.3	94.7	94.9	94.0
5	94.4	94.2	94.2	94.5	94.8	94.0
6	94	93.8	93.8	94.1	94.2	93.5
Total	94.4	94.3	94.2	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teacher(s)	
Classroom Teacher(s)	4
Teacher of Reading Recovery	
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
Teacher of ESL	
School Counsellor	1
School Administrative & Support Staff	4
Other positions	
Total	12

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

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2014 our staff did not comprise of any staff with aboriginal heritage.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	0%

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Sample Public School staff in 2015.

With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us.

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	107675.57
Global funds	73734.65
Tied funds	84091.46
School & community sources	43552.47
Interest	2989.88
Trust receipts	6920.15
Canteen	0.00
Total income	318964.18
Expenditure	
Teaching & learning	
Key learning areas	8004.13
Excursions	15177.86
Extracurricular dissections	8716.97
Library	642.12
Training & development	80.00
Tied funds	91285.90
Casual relief teachers	6046.86
Administration & office	31473.79
School-operated canteen	0.00
Utilities	12629.09
Maintenance	23522.06
Trust accounts	6945.25
Capital programs	0.00
Total expenditure	204524.03
Balance carried forward	114440.15

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and

numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

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

In 2015 we asked parents/caregivers, students and teachers about the culture of learning in our school.

95% of parents surveyed believe that the school is continually looking for ways to improve its performance.

90% of parents/caregivers surveyed believed that the school cares for its students and the discipline is fair.

95% of parents/caregivers surveyed were aware that the teachers continually participate in professional learning activities to provide quality teaching in all classrooms.

95% of parents/caregivers surveyed felt that the school communicates effectively with the school community.

In 2015 we also surveyed parents/caregivers in the area of mathematics. Results have indicated that parents are interested in participating in some parent workshops in mathematics in 2016 to have a better understanding of how to help their children at home.

Student Survey- 'Tell Them From Me'

Year 4, 5 and 6 students took part in an online survey called 'Tell Them From Me' in 2015. The students were asked to gauge a number of areas of school life. The results below show their views and evaluation of Luddenham P.S.

90 to 95% of the class indicated that;

- Students believe that education will benefit them personally and economically and will have a strong bearing on their future.
- Students strive to succeed.
- Important concepts are taught well, class time is utilised efficiently and homework and evaluation supports class objectives.
- Students feel teachers are responsive to their

needs and encourage independence with a democratic approach.

- Students believe school staff emphasise academic skills and hold high expectations for all students to succeed.

Policy requirements

Aboriginal education

Our school continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Aspects of Aboriginal culture are taught across the curriculum using the filter aspect in all BOSTES syllabuses to build the capacity of all learners.

In 2015 we had 10% of our students from an aboriginal background. We received \$5215.09 from the Ram allocation for aboriginal students which was used to employ School learning Support Officers to work in the classrooms supporting the literacy and numeracy development of aboriginal students.

Multicultural Education and Anti-racism

In line with the School plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.

Other school programs

Public Speaking

Public Speaking is an important aspect of our school community; students are given the opportunity to learn a range of new skills to speak well and present confidently. Students in all classes are exposed to public speaking through our differentiated English programs. All students in Years 3-6 took part in an interschool

public speaking competition. In 2015, Jazmyn Haes, Kane Anderson, Naiobe Reid and Jayde Wilson represented Luddenham Public School at the Penrith Valley Public Speaking Competition. All students are to be congratulated for their efforts and the exemplary way they represented themselves, their families and their school.

5/6 Canberra Excursion

In October 2015, eighteen students from Years 5 and 6 attended a three day excursion to Canberra to consolidate their learning about government and democracy. There were various highlights on the trip, one being the opportunity for our students to take part in the 'Last Post Ceremony' at the Australian War Memorial. Students lined the pool of reflection, the ceremony was televised. Students demonstrated outstanding behaviour at all times and appropriately represented Luddenham Public School.



Paul Wade Presentation

On Monday students from Year 3 to Year 6 were fortunate to meet Paul Wade, retired Australian football player, who is best known for his long-term role as captain of the Socceroos. In Paul's 'Skills for Life' presentation, he shared his life experiences with our students in order to challenge their ways of thinking and inspire them to make positive life choices. Paul spoke passionately about his sport and promoted awareness of key life values. Students were

given strategies to work as a team or individually to make informed decisions and achieve success in all facets of their life.

Surfing Scientist Visit

In September 2015, Luddenham Public School was fortunate to have *The Surfing Scientist*, also known as Ruben Meerman, attend our school. His science show was very entertaining with memorable demonstrations that included laser and liquid nitrogen experiments. Students observed billowing clouds of steam, balloons and plastic lids popping, freezing water to ice in less than 20 seconds, and of course the blue laser photons that Ruben sent into space. All students were intrigued in learning about the art of science and fascinated with the Surfing Scientist Presentation.

Sport

A wide range of specialist coaches visited our school throughout the year to run programs and workshops with our students in a variety of sports and physical activities to help develop skills and to promote enjoyment of sport and a healthy lifestyle. Sports included Basketball, Rugby League, Cricket, Football (Soccer), Dance and Swimming. Term 1 included a 10 week basketball program run by Penrith Basketball along with visits from the NRL Tigers and Sydney Thunder Cricket teams giving talks on 'Wellbeing' and 'Good Health', Term 2 an 8 week football program run by Football NSW, Term 3 a 10 week Dance 2B Fit program and in Term 4 two weeks of Simply Swimming.

Many of our students represented the school at the District Cross Country (16) and Athletics (16) Carnivals and performed very well, with many students achieving personal bests. Abbey Wilson came 3rd at the District Cross Country and represented the Penrith District at the Regional Carnival, coming 12th. Tabbatha Sly represented the Penrith District at the Regional Athletics Carnival in the 100m dash, coming 2nd, and progressed on to represent the Sydney West Region at the State Titles, coming 9th.

This year we also had good attendance in our 2 week Simply Swimming Program held during Term 4 at Penrith Pool with 54 students participating. Students were taught a variety of

skills ranging from stroke improvement and endurance work to survival and basic rescue. The Luddenham P & C kindly donated \$1,000 to the program to reduce the financial cost to families and to allow more children to participate. The school also contributed \$1,000 and used a further \$400 from the Premier's Sporting Challenge.

Our school also took part in the Premier's Primary School Sport Challenge. The 10 week challenge involved students participating in and recording their time spent doing physical activity at school, home or socially outside of school on weekends etc The aim was to involve students being active and to promote a healthy lifestyle. Times were recorded on a whole school basis, as well as individual classes. Our school performed very well achieving a Gold Certificate for Years K-2 and Diamond Certificate for Years 3-6, as well as funding to the value of \$751 used to purchase a range of new sporting equipment and to assist with funding of the Dance 2B Fit and Simply Swimming Programs.

Student Representative Council

Throughout 2015 the SRC has continued to demonstrate concern for those in difficult circumstances in the wider community by holding a number of fundraising activities, supporting organisations like Stewart House, the Fight Cancer Foundation, the Cancer Council and Bear Cottage at the Westmead Children's Hospital.

Luddenham students displayed great empathy and support for these worthy causes through active involvement in Footy Colours Day, Australia's Biggest Morning Tea and Superhero Day.





This year the SRC aimed to raise funds to help supply our students with new playground resources. This equipment was supplied largely from funds raised through our school Walkathon and was supplemented through gold coin donations and mufti days run by the SRC.

The SRC played a significant role in re-establishing the school vegetable patch, enabling our students to experience the growing of vegetables from seed through to harvesting. Students from each class have shared the responsibility and excitement of clearing and preparing existing garden beds, constructing new areas and support structures, weeding, watering and of course, harvesting.