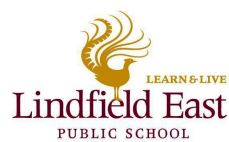


# Lindfield East Public School

## Annual Report



2016



2404

# Introduction

## Message from the Principal

The 2016 Annual School Report provides a summary account of the many outstanding achievements celebrated by Lindfield East Public School this year. Strong community support and involvement, highly professional and dedicated staff and a wide range of innovative programs ensure that students develop a love of learning and the confidence to strive for success.

The school offers excellent academic, social, sporting and arts programs. Amongst the many achievements of Lindfield East Public School in 2016, 71 students performed for the first time in the prestigious *Wakakirri* Story Dance Competition, gaining experience in performance arts and an award for sustainability.

Our pro-active and highly effective student welfare programs ensured a very positive school climate throughout 2016. Initiatives to develop resilience, leadership and strong social skills include Peer Mediation training, yoga lessons, a vibrant School Representative Council led by Year 6 Representatives, student leader speeches and performances in assemblies, pro-social lessons conducted by our Learning and Support Teacher, an annual 'Student Voice' Day and participation in the nation-wide 'National Day of Action Against Bullying and Violence'.

Throughout 2016, plans for 'The Field of Dreams', a large grassed playing area for the children, progressed and the first stage of development is planned for 2017.

Demonstrating our commitment to global awareness a group of four teachers and nineteen students visited our Chinese Sister School, Chaoyang Demonstration School, in Beijing during the Spring break. LEPS hosted teachers and students from Chaoyang Demonstration School earlier in the year, consolidating and promoting valuable intercultural understanding.

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.

# School background

## School vision statement

***Every child must succeed in an education worth having.***

At Lindfield East Public School, we believe that it is a fundamental right of each and every child to receive an excellent education – an education that caters for the academic, social, emotional and physical needs of each individual and prepares each one for success in learning and in life. We believe that an education worth having is one which equips our students for a successful future – a future where the key competencies of adaptability, effective communication, collegiality and intercultural understanding will be paramount. We aim to prepare students for this future by building the capacity of teachers and school leaders to be innovative and transformative, engaging our students, holding high expectations for them and inspiring them to succeed. Our vision is underpinned by *The Melbourne Declaration on Educational Goals for Young Australians (2008)*. The goals focus on promoting equity and excellence in education, and on students becoming successful learners, confident and creative individuals and active and informed citizens. The wellbeing of all our students lies at the core of Lindfield East Public School's vision, and drives all our decisions and actions.

## School context

Lindfield East Public School serves a diverse cultural student population with the support of a school community that places a high value on education. There are 760 students representing 48 language speaking backgrounds with Mandarin accounting for 25%. Demand for enrolment placement has increased as a result of the school's outstanding educational reputation. Strong and active P&C involvement has enabled the school to continue to make significant advances in its physical learning environment, its resource base and ability to offer wide ranging educational opportunities. The school maintains a safe learning environment with the core values of 'Care and Respect' underpinning our student welfare ethos. Lindfield East Public School is committed to continuous improvement in teaching, leading and learning. Strategic priorities include targeting quality teacher professional development, providing a range of innovative learning opportunities and building unique educational partnerships.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

At Lindfield East Public School, we want every child to succeed and thrive in an outstanding educational environment where opportunities and experiences prepare them for a rewarding future. We believe every student has the right to a range of learning programs and experiences that promote equity and excellence. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms. During 2016, staff professional learning focused on the English, Mathematics and Geography Syllabuses. Academic partner Mr Michael Murray led professional learning for teachers focusing on Conceptual Programming in English. As a result, teachers collaboratively planned and developed conceptual units of work for each year of schooling. Staff Development Day sessions focused on deepening teachers' knowledge and understanding of the Literacy and Numeracy Continuums which are used to track student progress and inform teaching and learning programs.

Active partnerships have been established with academics and the school works collaboratively to ensure continuity of learning for all students. The Gifted and Talented Committee worked collaboratively with Dr Jill Forster to establish effective identification processes for gifted students and differentiate teaching and learning programs to cater for the needs of all students. A Year 5/6 high ability class was formed to cater for gifted students and as a result, all students in Year 6 were successful in gaining entry into a selective secondary school.

Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities. An extensive band and string program, choir, Wakakirri performance group, Chinese dance, Code Club, Robotics are all available for students. A Creative Workshops Program, managed by the P&C Association offer a wide range of extra curricular activities.

At Lindfield East Public School students consistently perform at high levels on external and internal performance

measure. In NAPLAN, 100% of students in Years 3 and 5 are at or above national minimum standards. 79% of students in Year 3 are in the top 2 bands and 70% of Year 5 students.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidenced-based practice. Staff participate in Quality teaching rounds both internally and with the local community of schools to refine their teaching practice in order to improve student outcomes.

Lindfield East Public School is committed to continuous improvement in teaching, leading and learning.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Excellence in Teaching and Learning

#### Purpose

At Lindfield East Public school, we want every child to succeed and thrive in an outstanding educational environment where opportunities and experiences prepare them for a rewarding future. Evidence based research clearly indicates that the single most important factor affecting student outcomes is the quality of teaching in the school. We value teaching that is innovative, inspiring, differentiated and in line with current best practices in pedagogy and current educational reforms. We recognise the need for a focussed leadership development plan to support teachers to be exceptional educators, confident to lead in their classroom, school and professional communities, and capable of bringing about transformations that will enhance the educational experiences of each child.

#### Overall summary of progress

In 2016, Staff Development Days focused on the English, Mathematics and Geography Syllabuses. The major focus was the familiarisation of the new K–10 Geography syllabus. Teachers developed a K–6 scope and sequence in line with existing programs. Mr Michael Murray led professional learning sessions throughout the year for teachers focusing on Conceptual Programming in English. As a result, weekly professional learning sessions enabled teachers in Year and Stage teams to collaboratively plan and program conceptual units of work for the English Syllabus. Additionally, teachers collaboratively refine and develop quality teaching and learning programs across KLAS during their weekly stage meetings. All teachers, including specialist and support staff, completed Professional Development plans with the inclusion of evidence aligned to their goals.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of staff have a targeted Professional Development Plan linked to the National Standards, performance review and accreditation processes.</li><li>• 100% of classroom programs and assessments are collaboratively planned and demonstrate differentiated learning for all students in line with the Australian Curriculum.</li><li>• 100% of staff access information through Finance/SALM systems and services.</li><li>• All school leaders exhibit the skills of <i>Growth Coaching</i> Training to contribute to a work environment that promotes open communication, reflecting greater leadership capacity.</li></ul>	<ul style="list-style-type: none"><li>• 100% of staff completed PDP's and achieved set professional learning goals, as shown through evidence.</li><li>• 12 teachers participated in Quality Teaching Rounds.</li><li>• 8 staff participated in Making Thinking Visible course through Harvard Graduate School of Education.</li><li>• 100% of Mathematics and English K–6 programs and assessments are collaboratively planned by Stage teaching teams.</li><li>• Scope and Sequence created K–6 for Geography.</li><li>• Mr Michael Murray provides professional learning for teachers in Conceptual Programming for English.</li><li>• Senior executive participated in local <i>Growth Coaching</i> networks.</li><li>• Executive teachers participated in <i>Growth Coaching</i> Training.</li></ul>	<ul style="list-style-type: none"><li>\$3 000 Teacher release</li><li>\$6 000 Enrolment fee</li><li>\$2 000 Teacher resources</li><li>\$1 200 Teacher release</li><li>\$2 000 Consultancy fees</li><li>\$1 200 Teacher release</li><li>\$800 Enrolment fee</li><li>\$1 500 Teacher release</li></ul>

#### Next Steps

- Employ an academic partner, Bev Derewianka to provide professional learning for all staff in effective strategies for teaching grammar.
- Continue to develop teachers understanding of the Literacy and Numeracy Continuums.
- Continue to monitor the process for Accreditation for all staff.
- Extend Growth Coaching Network model for all executive staff.



## Strategic Direction 2

### Quality Learning Experiences

#### Purpose

At Lindfield East Public School, we believe every student has the right to a range of learning programs and experiences that promote equity and excellence. We believe that optimum learning outcomes for our students derive from the consistent implementation of innovative, diverse, engaging, differentiated learning activities led by outstanding educators. Quality learning programs and the successful achievement of outcomes create confident and creative students, who possess the personal resources necessary for future success and wellbeing.

#### Overall summary of progress

All milestones were achieved, reflecting the successful planning and implementation of a very wide range of learning activities and opportunities. The impact of our achievement in this strategic direction is outstanding results in internal and external assessments; strong parental support for programs; and students who are motivated and engaged with their learning as is evidenced by high attendance rates and low adverse-behaviour interventions, and a high level of interest and participation in all initiatives. BYOD was successfully extended to include Year 5 and a Stage 3 teacher participated in the communities of schools Middle Years Project focusing on the effective integration of technology to improve student learning outcomes. A group of teachers also received professional development through the Quality Teaching Rounds. Co-curricular learning experiences included Robotics lessons, Code Club, the development of QR codes and the K–6 Stem Fair during Education Week. Numerous leadership opportunities and events were implemented including Student Voice Day, participation in the Mungo Youth Project and the inaugural exchange trip to Chaoyang Demonstration School in Beijing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of school programs and practices cater for the range of individualised learning needs.</li><li>• All teachers implement effective identification processes so that all students access the learning programs they require.</li><li>• 100% of students demonstrate progress through school-based assessment against the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K–10.</li><li>• 100% of students reach NAPLAN expected growth in all areas.</li></ul>	<ul style="list-style-type: none"><li>• All teachers communicate through the Learning Support Team (LST) to ensure individual student needs are met.</li><li>• Eight Year 1 students participated and completed the MiniLit Reading Intervention Program.</li><li>• Seven Year 2 students participated and 4 students completed the MultiLit Reading Intervention Program. Eight Stage 2 and 3 students completed the Multilit extension program.</li><li>• Nine Kindergarten students identified for additional support which developed their reading fluency and oral comprehension.</li><li>• Six Stage 3 students participated in a Spelling Mastery intervention program.</li><li>• Students identified for the Stage 3 high ability class, engaged in quality learning experiences which resulted in their successful applications for continued Gifted and Talented Education in the Secondary sector.</li><li>• Administered AGAT to all students in Years 2–4 and new students in Years 3 – 6.</li><li>• Extended the Multilit program into Stage 2.</li><li>• Continued professional development for all staff in the Literacy and Numeracy continuums.</li><li>• Teachers K–2 are using the Literacy and Numeracy Continuums to track student progress to inform programs and assist with assessing and reporting.</li><li>• NAPLAN results indicated 77.2% of students achieved greater than or equal to expected growth in Numeracy. In Literacy, 75% of students achieved greater than or equal to expected growth in Reading with Spelling 58.8% and Grammar and</li></ul>	<p>\$85 000 Learning Assistance Teachers funded via LEPS P&amp;C</p> <p>\$1 200 Site licence for the ACER General Ability Test</p> <p>\$800 Teacher release to administer AGAT</p> <p>\$3 000 COGE course with UNSW</p> <p>\$900 Professional learning fees</p> <p>\$1 200 Mathematics/Literacy conference fees</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of school programs and practices cater for the range of individualised learning needs.</li><li>• All teachers implement effective identification processes so that all students access the learning programs they require.</li><li>• 100% of students demonstrate progress through school-based assessment against the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K–10.</li><li>• 100% of students reach NAPLAN expected growth in all areas.</li></ul>	Punctuation 61.3%.	

## Next Steps

- Teachers to continue to plot students on the continuum using the PLAN software each term.
- Further develop teachers understanding of differentiated assessment strategies to cater for the needs of all students.
- Teachers to implement a revised K–6 Spelling program in response to evidenced based data.



## Strategic Direction 3

### Effective Partnerships

#### Purpose

At Lindfield East Public School we want to equip students with the skills and attributes that will prepare them to lead successful, rewarding lives as active and informed citizens. We believe that an integral component of successful education today lies in the development and promotion of effective partnerships, where students learn and experience the key competencies of adaptability, effective communication, collegiality, teamwork and intercultural understanding. We believe these competencies, provided through a range of authentic experiences, will inform students' future choices and attitudes in a positive way. Effective partnerships will develop student capacity to be globally engaged, instil an appreciation of different perspectives and embed the value of social inclusion.

#### Overall summary of progress

All milestones were achieved, reflecting the successful planning and implementation of a range of local, state and global partnerships. The impact of our achievement in this Strategic Direction is engaged and motivated students who possess greater intercultural understanding, and a range of quality and innovative learning experiences as a result of staff participation in learning communities. There is strong parental support for the programs and a very high level of staff and student interest and participation in all initiatives. Staff participated in the GATE network across local schools and in all Killara Schools Partnership events. Beginning teachers attended the Beginning Teachers' network for support and professional development. Parents were involved in instructing for the Code Club and guiding the creation of the next Gifted Writer's publication. The school participated in Greenacre Public School's International Day. Students and teachers undertook an inaugural excursion to Chaoyang Demonstration School in Beijing. In return, Lindfield East Public School hosted students and teachers from Chaoyang Demonstration School prior to the excursion.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Effective establishment of partnerships to build intercultural understanding. All staff, students and parents are aware of and have engaged in the partnerships.</li><li>• 100% of teachers actively participate in a Communities of Practice group.</li><li>• 100% of staff Professional Learning plans utilise the expertise and collaboration of our academic, parent and community partners.</li><li>• 100% of classroom programs embed the Cross-Curricular perspectives of Aboriginal Education and Asian Literacy.</li></ul>	<ul style="list-style-type: none"><li>• Under the aegis of The 'City Country Alliance', a delegation of students leaders from seven schools visited their respective sister schools as part of the Mungo Youth Project (MYP).</li><li>• Inaugural China Program Excursion with Chaoyang Demonstration School in Beijing.</li><li>• Leading and participating in the Gifted and Talented local network.</li><li>• 12 teachers participate in Killara Schools Partnership Quality Teaching Rounds.</li><li>• 1 teacher participated in the Beginning Teachers' Network.</li><li>• Michael Murray facilitated professional learning sessions for staff focusing on Conceptual Programming in English. Teachers in stage teams developed units of work.</li><li>• A parent introduced staff to coding software which will be used by students in the school during class lessons and a before school 'Code Club'.</li><li>• A parent information session for Mathematics in Stages 1 and 2 was held to educate the parent community.</li><li>• Parents participate in a range of specialist programs within the school to enrich teaching and learning programs, e.g. The Lyrebird Chronicles, Code Club, Robotics, Eco Garden, SRE and SEE.</li><li>• Hosting international study tours for China and Japan.</li><li>• Menindee Central School, four visits per year.</li><li>• Hosting Menindee Central School (MCS) annually.</li><li>• International support of our Nepalese sister</li></ul>	<ul style="list-style-type: none"><li>\$2 000 for teacher and student excursion funding for the MYP.</li><li>\$12 000 Teacher excursion funding for China</li><li>\$5 000 Teacher Release.</li><li>\$2 000 publishing costs for the Lyrebird Chronicles.</li><li>\$500 Eco Garden expenses</li><li>\$5 000 Menindee excursion</li><li>\$3 500 to host MCS.</li><li>\$3 000 support for Saraswati</li></ul>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• Effective establishment of partnerships to build intercultural understanding. All staff, students and parents are aware of and have engaged in the partnerships.</li> <li>• 100% of teachers actively participate in a Communities of Practice group.</li> <li>• 100% of staff Professional Learning plans utilise the expertise and collaboration of our academic, parent and community partners.</li> <li>• 100% of classroom programs embed the Cross-Curricular perspectives of Aboriginal Education and Asian Literacy.</li> </ul>	school Saraswati.	

## Next Steps

- Ongoing professional development for staff in the cross-curricular perspectives of Asian Literacy and Aboriginal Education.
- Further participation in intercultural exchanges with schools in Sydney, NSW and overseas (China trip planned for September 2017)
- Further participation in learning communities such as Killara Schools Partnership, GATE network and the Beginning Teacher Network.
- Establishment of a Mathematics Network Group across the local primary and secondary schools.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>English language proficiency</b>	<p>Funding was used to release the EAL/D teacher to conduct interviews with parents of the EAL/D students.</p> <p>Teaching resources were purchased to support EAL/D students.</p> <p>Teaching staff were employed throughout the year to support the EAS/D program within in the school.</p>	\$20 000
<b>Low level adjustment for disability</b>	<p>All students requiring adjustments and accommodations are catered for within the school context.</p> <p>66 students required adjustments to cater for a disability. 6 students required substantial adjustments and 27 students supplementary levels of adjustment to learning programs.</p>	\$25 000
<b>Quality Teaching, Successful Students (QTSS)</b>	Funding was used to release executive staff who worked as instructional leaders in the classroom.	\$6 000
<b>Socio-economic background</b>	Funding is used to subsidise students to attend school camps.	\$2 200
<b>Support for beginning teachers</b>	All beginning teachers receive additional support in the first two years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with an experienced colleague.	\$26 000



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	376	391	393	416
Girls	359	373	376	348

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.3	96.9	95.9	96.4
1	96.4	95.5	95.9	96.8
2	96.7	97.2	97.1	96.5
3	97.2	97.1	96.1	96.6
4	96	96.7	96.6	96.9
5	96.8	96.5	96.6	96.8
6	94.9	96.5	95.9	95.4
All Years	96.5	96.6	96.3	96.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Class sizes

Class	Total
KMC	19
KLM	20
KJP	20
KAK	19
KMS	20
1/2SE	25
1WO	22
1RC	22
1HT	21
1CS	22
2TN	23
2KM	25
2DS	24
2CM	26
3CE	28
3WS	27
3NR	28
3MM	28
4CM	29
4SC	30
4ME	28
4FR	27
5/6EW	28
5/6CL	31
5NV	32
5LN	31
6MH	29
6JR	27
6SL	29

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.5
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	4.47
Other Positions	0

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	77
Postgraduate degree	23

### Professional learning and teacher accreditation

All teachers are provided with ongoing professional learning support to ensure that quality teaching practice is maintained and strategic directions are achieved. The school spent \$51 000, which includes \$24 700 of school funds on professional learning in 2016; an average of approximately \$1 790 per teacher. Lindfield East Public School had 2 early career teachers submit documentation to BOSTES seeking accreditation at proficient teacher level. 9 teachers were maintaining their accreditation at proficient teacher level and the remainder of 23 teachers commenced their career prior to 2004. Highlights of Professional Learning for Teachers in 2016 include:

- English K–6 Syllabus – Continued focus on Conceptual based programming from Kindergarten to Year 6 and consolidation of collaborative planning and programming units of work. Focus on the use of the Literacy Continuum to plan, program and differentiate teaching and learning programs.

- Mathematics K–6 Syllabus – Focus on the use of the Numeracy Continuum to plan, program and differentiate teaching and learning programs.

- 8 staff completed the Harvard online course 'Making Thinking Visible.'

- 12 teachers participated in 'Instructional Rounds' at LEPS.

- Teacher, executive and SAS representation at KLA and network meetings and annual conferences.

- Teachers and executive staff involved in the Killara School Partnership program. This program involves teachers from our school working with and sharing expertise with members of the Secondary School staff.

- Gifted and Talented Education Committee delivered high quality, researched based identification processes throughout 2016. Professional learning focus for all staff on the use of differentiated assessment practices and strategies.

- Beginning teacher courses attended including ICT and supporting children with disabilities.

- Staff attended workshops on the implementation of the Geography syllabus documents.

- Annual CPR, Anaphylaxis, Asthma, First Aid training and Code of Conduct.

- LMBR training for Senior executive and administration staff.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>356 265.00</b>
Global funds	554 612.00
Tied funds	257 362.00
School & community sources	936 188.00
Interest	6 355.00
Trust receipts	86 856.00
Canteen	0.00
Total income	2 197 638.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	259 147.00
Excursions	189 340.00
Extracurricular dissections	208 358.00
Library	11 483.00
Training & development	23 076.00
Tied funds	216 216.00
Short term relief	111 405.00
Administration & office	143 180.00
School-operated canteen	0.00
Utilities	64 189.00
Maintenance	66 732.00
Trust accounts	93 948.00
Capital programs	77 602.00
Total expenditure	1 464 676.00
<b>Balance carried forward</b>	<b>732 962.00</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	912 414.45
(2a) Appropriation	762 662.33
(2b) Sale of Goods and Services	1 912.00
(2c) Grants and Contributions	145 832.62
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 007.50
<b>Expenses</b>	-402 063.44
Recurrent Expenses	-402 063.44
(3a) Employee Related	-198 757.22
(3b) Operating Expenses	-203 306.22
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	510 351.01
<b>Balance Carried Forward</b>	510 351.01

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

- Lindfield East Public School's Financial Summaries exhibit an accurate view of the school's operations and cash balances.
- Lindfield East Public school has an amount of \$100,000 included in the Balance Carried Forward total which is the School's contribution for the major grounds renovations. The majority of the money will be supplied by the Lindfield East Public School P&C. We are awaiting the commencement of the work.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.



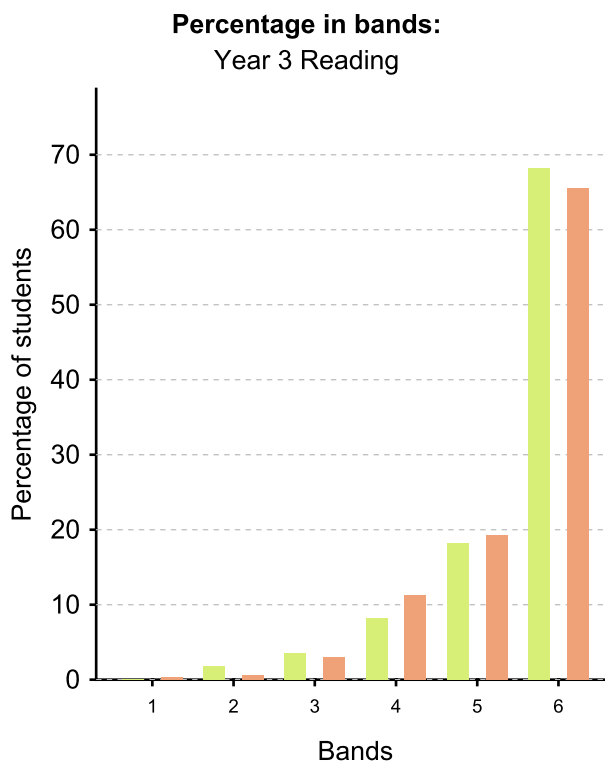
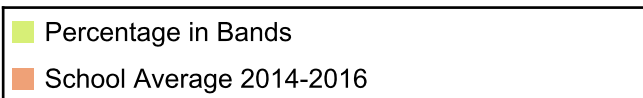
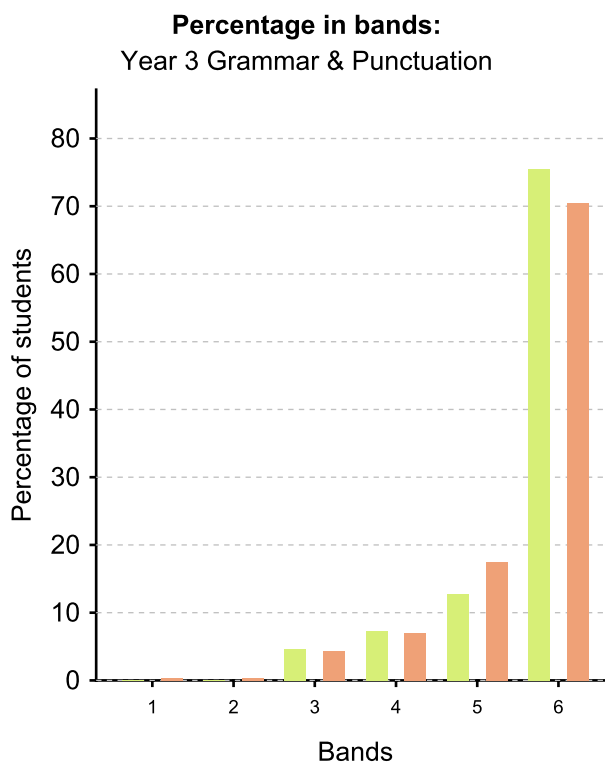
	2016 <b>Actual</b> (\$)
<b>Base Total</b>	4 540 367.95
Base Per Capita	41 277.94
Base Location	0.00
Other Base	4 499 090.01
<b>Equity Total</b>	226 084.41
Equity Aboriginal	0.00
Equity Socio economic	2 267.46
Equity Language	145 136.50
Equity Disability	78 680.44
<b>Targeted Total</b>	25 489.99
<b>Other Total</b>	209 035.76
<b>Grand Total</b>	5 000 978.11

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

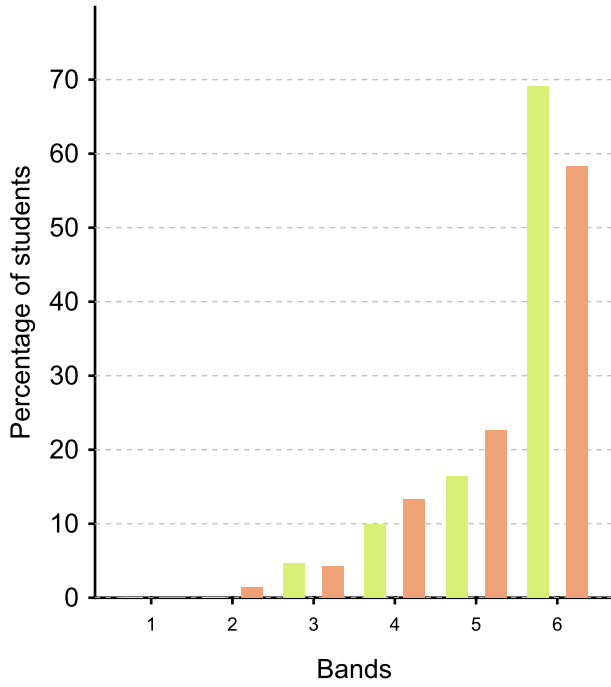
## School performance

### NAPLAN

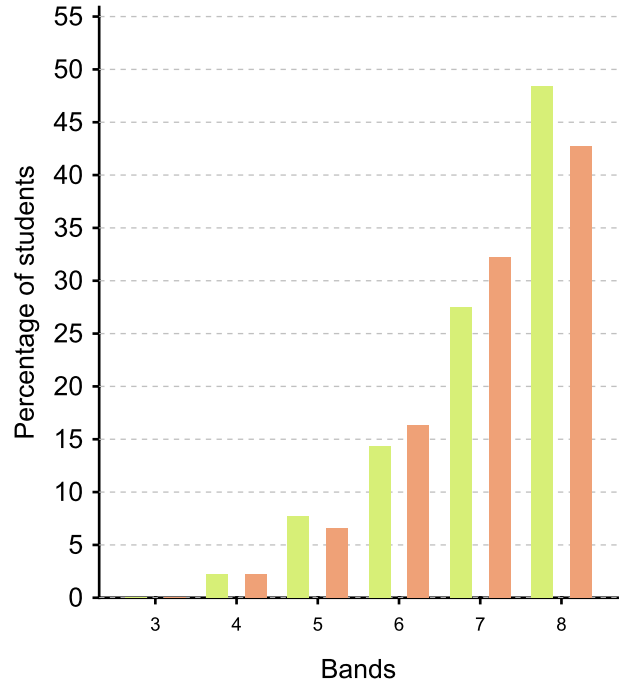
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



**Percentage in bands:**  
Year 3 Spelling



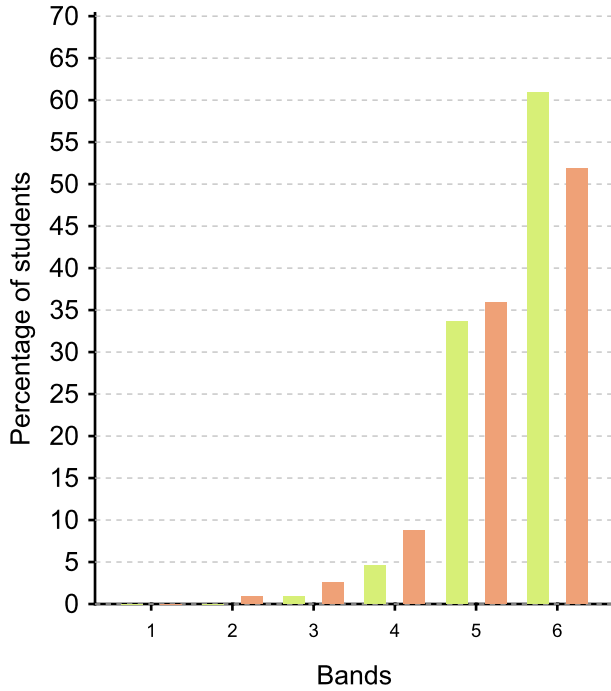
**Percentage in bands:**  
Year 5 Grammar & Punctuation



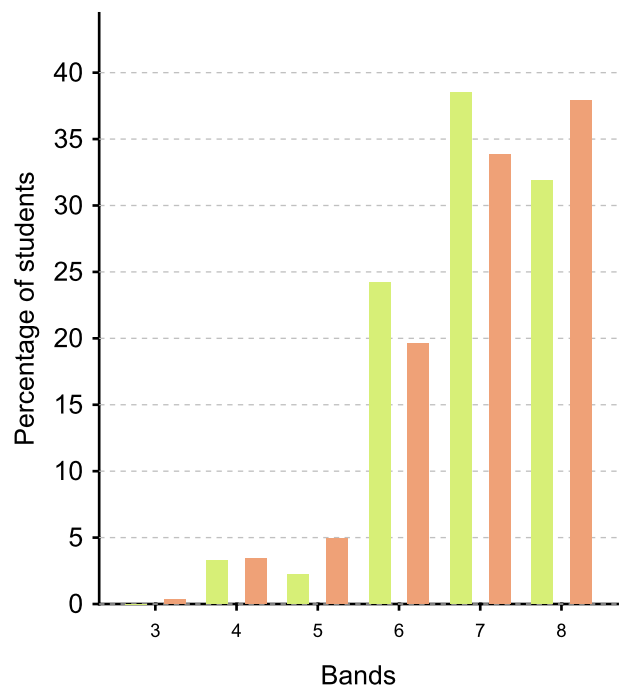
Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing



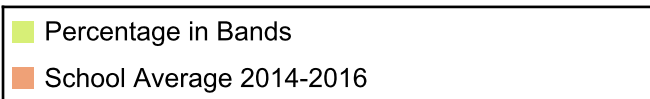
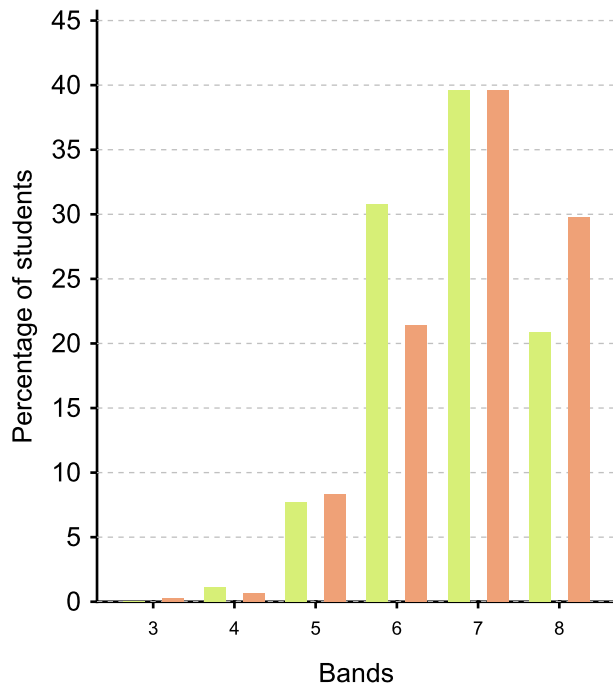
**Percentage in bands:**  
Year 5 Reading



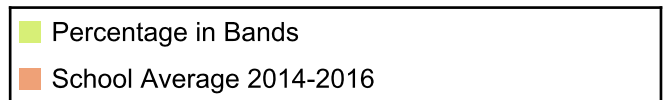
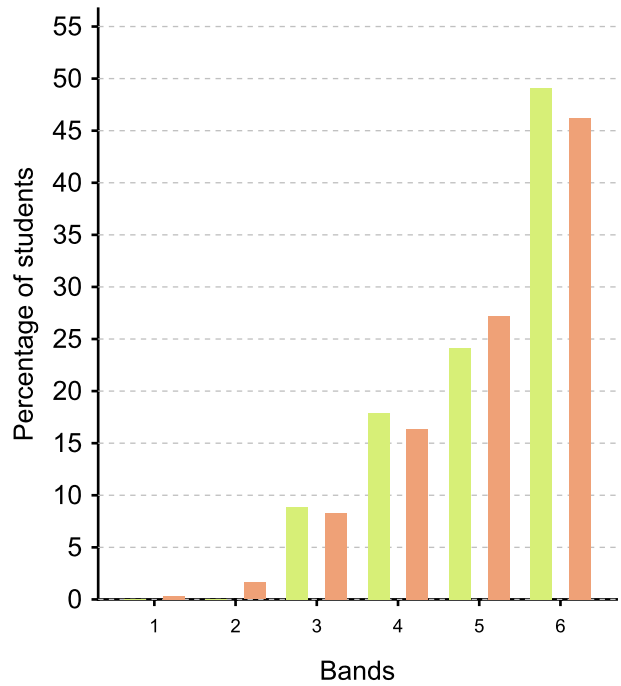
Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

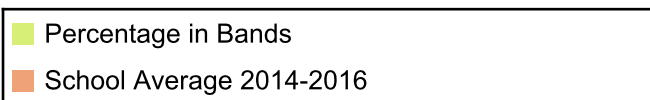
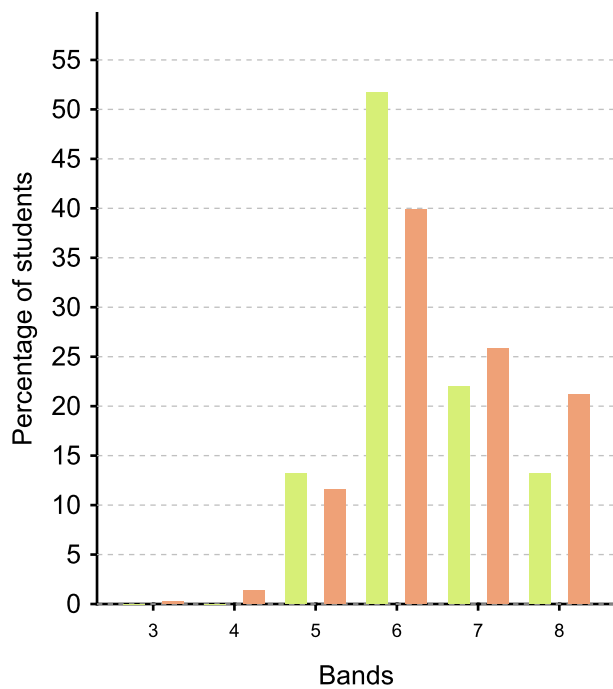
**Percentage in bands:**  
Year 5 Spelling



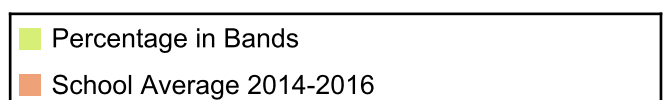
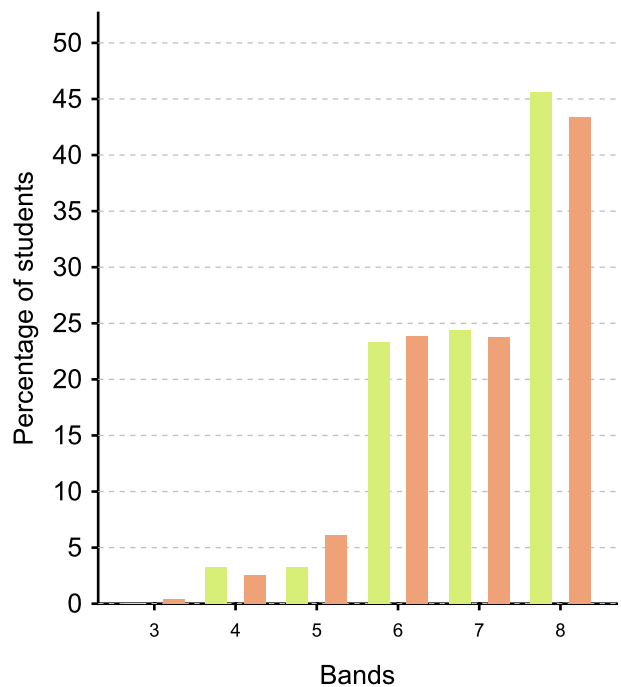
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> 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 2016, the survey focused on the Bring Your Own Device (BYOD) program. The percentage of parents, students and teachers who agreed and strongly agreed (results combined) with the survey statements were as follows:

1. Using a device has resulted in improved learning outcomes for students: Parents 64%, Students 80%, teachers 92%.
2. I am more engaged and motivated towards learning through the use of my device: Parents 64%, Students 86%, teachers 92%.
3. I have benefited using my device because the activities teachers give us are more interesting and worthwhile: Students 84%.
4. Students have benefited using technology as teachers have enhanced and improved classroom instruction by embedding authentic and rich learning experiences. Parents 55%, teachers 100%.
5. I find it easier to complete tasks that are structured for my individual learning through the use of my device: Parents 45%, Students 79%, teachers 92%.
6. I know that when I experience technical difficulties there is support available: Students 74%.
7. I find it easier to edit my work on my device: Parents 72%, Students 85%, teachers 100%.
8. I can produce creative work of a high standard through the use of my device: Parents 82%, Students 81 %, teachers 92%.
9. I have enjoyed being able to present my work and receive feedback in a variety of ways: Parents 91%, Students 90%, teachers 100%.
10. I find it easier to collaborate online and complete group tasks by using my device: Parents 64%, Students 83%, teachers 92%.
11. I can present my work more creatively through the

use of APPS on my device: Parents 52%, Students 87%, teachers 92%.

12. I feel that I am a responsible user of my device, and adhere to the BYOD contract: Parents 100%, Students 88%, teachers 83%.

13. I enjoy and benefit from using my device in a range of learning environments: Parents 82%, Students 85%, teachers 92%.

14. It is more efficient to use the iPad than a laptop/computer as it gives me access to still and video camera, voice recorder, internet access, integration of apps, touch screen function and multimedia capabilities within the one device: Parents 91%, Students 75%, teachers 92%.

15. Using my device is a more efficient way of understanding, researching and thinking of solutions to real life problems: Parents 64%, Students 75%, teachers 100%.

16. I like being able to decide the order of tasks I complete when my teacher shares assignments online: Parents 82%, Students 82%, teachers 82%.

## Policy requirements

### Aboriginal education

In 2016 LEPS continued to build upon its strong indigenous education program. As part of a cultural exchange program, students in Year 6 took part in four visits to Menindee Central School, learning about the culture and history of the region and attending classes at the school. Students from Menindee Central School in turn visited LEPS and engaged with the school community and teaching and learning programs. In addition, student leaders attended the Mungo Youth Project (MYP) with leaders from other schools. The MYP is a 'research in schools' program that culminates in a three day conference hosted by the Traditional Elder communities within the Willandra Lakes Region World Heritage Area.

The school also collaborated with Menindee Central School to mount an art exhibition at a local café which showcased excellence in visual arts.



## Multicultural and anti-racism education

Lindfield East Public School continues to celebrate its multiculturally harmonious community, with core values of inclusion, acceptance and tolerance being promoted in all activities.

The Community Language program (Mandarin) is provided 5 days a week and the EAL/D program has 6 days of permanent specialist teaching per week. All non Chinese speaking background students K–6 participated in weekly language and cultural Mandarin lessons delivered by a specialist Mandarin teacher.

The Chinese Dance Troupe, Lion Dance Troupe, Dragon Dance Troupe and Chinese Percussion Group performed at school events and the Sydney Town Hall as part of the 'Chinese Language Spectacular'. Students from these groups also performed at Greenacre Public School's International Day.

Demonstrating our commitment to global awareness and intercultural understanding, a group of four teachers and nineteen students visited our Chinese Sister School, Chaoyang Demonstration School, in Beijing during the Spring break. LEPS hosted teachers and students from Chaoyang Demonstration School earlier in the year, consolidating and promoting this valuable 'Bridge Project'.

Anti-racism is explicitly promoted through school policy, Bounce Back lessons, personal development programs, assemblies and participation in the 'National Day of Action against Bullying and Violence'.