

# Lindsay Park Public School Annual Report



2016



4042

## Introduction

The Annual Report for 2016 is provided to the community of **Lindsay Park 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.

Jacqueline Conway

Principal

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### Message from the Principal

I am very proud to lead Lindsay Park Public School; the students, the staff and the community. We have had a terrific year in teaching and learning and had lots of fun along the way. This year has seen a focus on Numeracy, with teachers implementing Targeting Early Numeracy and Taking Off With Numeracy. We have also unpacked the Literacy Continuum, with a focus on planning, assessing and teaching Writing K–6, embedding learning intentions and success criteria to provide explicit, systematic, balanced and integrating learning. All students have a personal learning goal in Writing to motivate and engage them to succeed. Our teachers work together to plan engaging learning experiences for all students. We launched Kids Matter this year, a mental health and wellbeing initiative and our inaugural School Musical was a resounding success. The Green Team have also been very busy on the calendar of events, establishing learning around recycling and composting as well as kick starting our garden.

Three of our Year 6 students were successful in gaining a place at Smiths Hill Selective High School, and this year we had 7 students attend Academically Gifted classes at Albion Park and Tarrawanna, all of whom we are extremely proud. We are also proud of Mrs Colquhoun, who was acknowledged earlier this year at the Wollongong North Staff Recognition Awards.

Lindsay Park Public School is an excellent place to learn and grow together as we strive for every child happy, healthy, active and engaged in successful learning.

Jacqui Conway

Principal

### Message from the school community

2016 was another exciting year for the P&C. We continued with our 3 subcommittees – The Uniform Shop which is coordinated by the efficient and dedicated Mrs Turkan Benten and provides an integral service to our school community; the Canteen which was staffed by 44 parent volunteers in 2016 under the watchful eye of our Canteen Coordinator Mr Paul Davis; and the Auxiliary which continues to conduct a variety of in-school fundraising activities and caters for school events such as the Cross Country Carnival, Grandparents Assembly, Family fun afternoon and Kindergarten Parent Orientation session. Thanks to Kim Morris for her coordination of this group and to Delaina, Bobbie, Mardi, Raelene, Mona and Jody for the roles they have undertaken.

In addition to providing the above services, in 2016, the P&C focussed on community events such as the Welcome BBQ, Mr Cusack's Dr Who themed farewell, the Olympics Disco, School Musical refreshments stall and more recently Ms Mizzi's farewell afternoon tea. It is important to regularly gather as a community and have fun together! In 2016 the P&C

conducted fundraising activities such as the Election BBQ, Bunnings BBQ and Auxiliary fundraisers such as Easter and Christmas raffles, Mother's Day, Father's Day and Christmas Stalls, and the extremely successful Spellathon which not only raised money for our school but contributed \$1345 each to the Homeless Hub and Saving Chloe Saxby Fund as a way of giving to our broader community.

In 2016 the P&C raised approximately \$ 23,700, with funds contributed to resourcing the new Knowledge Bubble program, drink bottle bubblers, the School Musical Production, new bike racks, a Year 6 Farewell Banner, items for the Green Team garden, new rich text books, blinds for all classrooms and subsidising the Year 6 Inter-relate program.

The P&C is also responsible for electing a parent representative for staffing panels. This is a significant responsibility and big time commitment. Kerry Morrison was the parent rep on the panel to select our new Principal; and Michael Kiely was the parent panel member in the Term 4 Staff recruitment.

The P&C also relies on the assistance of our school support staff. They print and circulate P&C notes, collect information for us and do odd jobs in our 'Shed' and for other activities. We extend our appreciation to Mrs Bond, Mrs Guy, Mrs Brinton, Mr Guy and Mr Lochhead.

On behalf of the P&C, I would like to acknowledge and thank all parents who contributed to events and fundraising activities held in 2016. It is certainly a team effort. Thanks to those who attend our monthly P&C meetings – often they are long but we are productive and in this forum we are informed about and can contribute to decisions that impact on the learning environment of our children. Sincere thanks to the rest of the 2016 P&C executive who ensured smooth and successful running of the varied aspects of our committee: Secretary Becky Keft–Martiniello, Treasurer Sean Kendall, Senior Vice President Sue McCartney, Junior Vice–President Elisabeth Schott, and Events Coordinator Trish Davis.

At the end of 2016 we sadly farewelled parents who had their last child leaving Lindsay Park, and thanked them for all their contributions with mention at the School Presentation assembly and presentation of certificates. Special mention was made of the McCartney family for their 9 years of service and their commitment and dedication to the improvement of Lindsay Park Public School. Sue McCartney coordinated our Auxiliary raffles for many years (I'm taking a guess at \$40,000 raised for the school as a result); she worked in the canteen; she acquired a government grant for the equipment in the infants playground; she was P&C Secretary, Senior Vice President, Auxiliary Convenor and President; and let's not mention her cupcakes! Deservingly her contributions were acknowledged by the NSW P&C Association in 2012, being awarded a Parent or the Year Award. Sue McCartney worked tirelessly for the Lindsay Park Public School community, not for the desire for recognition or power, but to improve the resources for our children and to enhance our community. Lindsay Park Public School has a wonderful community. We have dedicated and passionate teachers, caring and well–rounded students and supportive and interested parents. I continue to encourage parents and community members to contribute to the P&C and its events throughout the year – as the sayings go – many hands make light work and more heads are better than one! So let's continue to work together in 2017 to make our school even better!

Kerry Morrison

LPPS 2016 P&C President

## School background

### School vision statement

'Every child happy, healthy, active and engaged in successful learning.'

### School context

Lindsay Park Public School is an urban school in a quiet residential area of West Wollongong. The majority of the parents either work in Wollongong and its surrounds or commute to Sydney. In 2016 there are 15 classes with an enrolment of approximately 383 students. The school has had a period of sustained growth in its student population and during this time there has also been a period of staff turnover due to retirement. The mission statement 'Learning for Living,' is central to the philosophy of the school. Our aim is to promote educational opportunities and positive social interactions, which lay strong foundations, for the future.

The teaching staff is highly dedicated and ranges from experienced to early year teachers. The school provides quality learning experiences and a wide range of extra-curricular activities, which enhance student growth. The community has high expectations for the school and its students and actively supports all aspects of school life.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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 Lindsay Park Public School, we aim for every child to be happy, healthy, active and engaged in successful learning. This year we have introduced a focus on formative assessment practices to inform teaching and drive continual student improvement and success. Teachers have collaboratively evaluated the effectiveness of their teaching practices through observations and feedback as well as analysis of student achievement data to plan for the ongoing growth of each student. All staff have been trained in Targeting Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) to embed effective pedagogies into the teaching of Mathematics. We are striving to give our students the knowledge, skills and experiences to develop a sense of self-worth, self-awareness and personal and community identity to manage their emotional, mental, spiritual and physical wellbeing.

Assessment against the School Excellence Framework has shown that we are mostly positioned in 'Sustaining and Growing'. This year, there were some areas assessed as 'Delivering', which were previously assessed at a higher level. All contributors agreed on the need for further evidence to support what was perhaps a 'judgement call' in past surveys.

Across the Learning Domain this year we have evaluated our progress utilising external and internal literacy and numeracy measures, Tell Them From Me survey, analysis of What Works Best reflection guide, analysis of teacher feedback provided to students and other formative assessment practices evident across classrooms and the Learning and Support Team School Self-Evaluation. PLAN data is updated every ten weeks across the school, ensuring teachers are tracking student achievement and making learning relevant and responsive. The school has fortnightly Learning and Support Team meetings, emerging formative assessment strategies and collaborative programming that contribute to the promotion of learning excellence and responsiveness in meeting the learning needs of all students.

Our wellbeing data indicates that we are Delivering against the School Excellence Framework in the domain of Wellbeing. While the emotional, mental, spiritual and physical wellbeing of our students is evident in lots of ways, the school is not strategic and planned in its approach. In 2017, the school will implement the recommendations from the Learning Support Team Evaluation. A future direction for the school in 2017 is to undertake an evaluation of student wellbeing against the Wellbeing Framework and the School Excellence Framework to establish a comprehensive and inclusive framework that measurably improves individual and collective wellbeing.

The area our school is closest to excelling in is Curriculum and Learning. We maintain many learning alliances that contribute to and promote learning excellence, including Academically Gifted Classes, Public Speaking and Debating, PSSA, Learning to Lead, Southern Stars and Art Enrichment. We embed effective transition strategies by data sharing, work samples and individual learning plans, coordinated through the Learning Support Team and school personnel. Teachers differentiate the curriculum effectively, as evidenced in their programmes and we are implementing Learning Support Team practices that will further assist the school in responding to the learning needs of all students.

Within the area of Assessment and Reporting, stage teams have developed explicit processes to collect, analyse and report internal and external student and school performance data and we will continue to develop the principles of consistent assessment and moderation. A future focus for this area is to develop consistent, school-wide practices for assessment and reporting, rather than stage-based approach. The focus on formative assessment practices this year has resulted in classrooms using explicit learning intentions and success criteria, and teachers providing explicit and timely feedback on personal writing goals. Our focus for next year, to continue our journey towards excellence in the Learning Domain, will be to undertake professional learning in Language, Learning and Literacy and Focus on Reading to embed data-informed pedagogy in the teaching of literacy across the school. We will also continue our focus on formative assessment and conduct regular learning walks, where students reflect on their learning and this is used to inform teaching practice.

Within the Teaching Domain this year we have evaluated our progress in collaborative programming, lesson observations, internal and external literacy and numeracy measures and data skills and use. Evidence gathered throughout the evaluation process indicates that our school is primarily Sustaining and Growing across the areas of this domain. Stage teams collaboratively plan and assess teaching and learning programs and there is evidence of reflection and refinement. All classrooms reflect formative feedback strategies for students such as personal learning goals in writing and learning intentions/success criteria. Teachers provide and receive feedback to improve teaching practice through observations. All staff have a Performance and Development Plan which aligns with school priorities, linked to improving student learning outcomes. Next year, our focus will be on data analysis and assessment instruments that will be used across the school to monitor student learning progress.

Across the Leading Domain this year we have evaluated our progress through the Tell Them From Me survey, What Work Best reflection guide and analysis of school planning documents. In this domain we are Delivering against the School Excellence Framework. The school actively promotes high expectations and community engagement. A Community of Schools plan is currently being developed that will further enrich our relationship with local schools to improve educational opportunities for students. Next year we will focus on the development of the 2018–2020 school planning cycle with an evidence base, drawn from the collection and analysis of learning and development data and review and evaluate our priorities are regularly. We have placed an emphasis on defining key roles and responsibilities within the executive team and the school is committed to the development of leadership skills in staff and students. School planning will be a collective responsibility with all members of staff integral to the annual iterations of the three-year plan as well as the collection and analysis of learning and development data used to review our performance annually. Next year, we will continue to strive for authentic community consultation around school planning, practices and procedures.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

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

### Grow and Change

#### Purpose

Dynamic learning systems require strong, effective teaching and learning. To promote this growth in expertise and skill the school staff will be involved in targeted professional learning. An outcome of this will be the teaching staff positively engaging with the NSW Syllabi of the Australian Curriculum and its implementation in their classrooms.

\* This strategic direction focuses our school's attention on enhancing the students' capacity to explore and make sense of their world through the development and extension of the students' learning skills and attainments.

#### Overall summary of progress

Effective stage-based planning, programming, assessing, reflection and feedback has resulted in outstanding results on external and internal measures for literacy and numeracy. The percentage of students in Year 3, 5 and 7 achieving proficiency bands is greater than the state percentage across all aspects of literacy and numeracy. A school highlight was over 70% of Year 3 girls achieving proficiency bands in Reading. This data is supported with our internal measures for literacy and numeracy, where at least 70% of all students are achieving expected levels or higher on the literacy and numeracy continuum.

Targeted professional learning and collaborative stage teams ensures that teachers are confident and skilled to deliver the new syllabus documents. Lesson observations, peer feedback and performance and development conversations authentically link to and reflect school priorities. There is strong agreement from teachers in the data provided through the Tell Them From Me survey that they work with other teachers to develop cross-curricular learning opportunities, embedding syllabus requirements and the Quality Teaching Framework into their practice.

Please note: As the school changed financial reporting systems part way through the year, funding reported is planned expenditure and is as accurate as possible.

#### 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>All teachers regularly utilising Quality Teaching Elements in daily lessons</li></ul>  | Stage teams collaboratively plan, assess and evaluate teaching and learning, using the Quality Teaching Framework as evidenced in programmes and lesson observations.  | \$17000(Professional Learning funds)<br>\$5000 (Beginning Teacher Funds) |
| <ul style="list-style-type: none"><li>Effective implementation of NSW Syllabus of the Australian Curriculum in every classroom</li></ul>                               | Teachers are confidently implementing the English and Mathematics syllabi through collaborative planning, and professional learning.   | As above   |
| <ul style="list-style-type: none"><li>High engagement in professional learning by every staff member.</li></ul>  | All teaching staff have professional learning as a key element of their performance and development plans. Consistent teacher judgement has remained a focus in stage teams. All staff have engaged in unpacking the literacy continuum and aspects of formative assessment that assists in ensuring learning is responsive to student need. | As above   |
| <ul style="list-style-type: none"><li>Greater than 70% of students will be rated as achieving year appropriate clusters or better for Literacy and Numeracy.</li></ul> | This target was met across all grades.   | \$13400 (Literacy and Numeracy initiative funds)                         |
| <ul style="list-style-type: none"><li>100% of our students display an increasing level of problem solving skills using an array of strategies.</li></ul>               | Targeting Early Numeracy and Taking Off With Numeracy is implemented across all classrooms as evidenced by teaching and learning programmes and lesson observations. The average percentage of students achieving proficiency levels in numeracy over the last 3 years in Year 3 and 5 has   |  |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year  | Funds Expended<br>(Resources) |
|--|--|-------------------------------|
| • 100% of our students display an increasing level of problem solving skills using an array of strategies. | exceeded the state average by 15%. In Year 7 we have exceeded state proficiency average by 7%. |                               |

## Next Steps

- Implement Language, Learning and Literacy (K–2) and Focus on Reading (3–6)
- Professional learning for all staff in visible learning strategies and data analysis.
- Whole school scope and sequences are reviewed and revised to align with curriculum requirements.
- Whole school assessment and reporting practices reviewed and refined.
- Professional learning communities are enhanced.

## Strategic Direction 2

### Relationships

#### Purpose

Our school students will be intrinsically motivated to aspire, to value oneself and others. To achieve this they will be supported by a school structure that encourages exploration and risk-taking. The school will model respectful relationships and the values of Public Education will underpin the operation of Lindsay Park Public School.

#### Overall summary of progress

Lindsay Park undertook an evaluation of the Learning and Support Team in 2016. The aim of this evaluation was to review and analyse documentation, systems and practices within the scope of learning support at the school to ensure we are meeting the needs of students who require learning adjustments. The recommendations have been supported by the whole school community and will be implemented in the 2017 school plan. The key recommendations are that teachers need to be very explicit about learning, success criteria and what achievement looks like so that all students have an opportunity to succeed. We need to target professional learning for staff in differentiation and consistent teacher judgement across literacy and numeracy. The referral process to the Learning Support Team need to be effectively communicated. There needs to be a thorough understanding of Disability Discrimination Act and the role of the Learning and Support Teacher and Student Learning and Support Officers. The team need to develop one template for all Personalised Learning needs that is a working document detailing feedback, successes and future learning goals. The Learning and Support Teacher timetable will be based in classrooms, working with staff and students. The timetable will be regularly reviewed, based on need and referrals. We are confident that these recommendations will provide scope for improvement and change in the learning and support systems.

As part of our professional learning around developing responsive engagement of learners, school staff participated in workshops to unpack the literacy learning continuum, specifically focusing on the writing aspect. As a result every classroom developed personal writing goals for students that provided opportunities for specific and timely feedback as well as ownership of learning as students were better able to identify what they could do, how they knew and what they needed to learn next. Observations of feedback sessions to students indicate a high level of engagement in learning, as well as every student achieving at least one learning goal across a ten week period.

The KidsMatter initiative was further strengthened with successful community events where access to external agencies was provided in a supportive and caring environment. Activities that promote wellbeing were conducted and strong community support for this initiative as well as other events held throughout the year is evidenced by the increased attendance of parents and families. Community involvement in the school continues to be very positive.

Please note: As the school changed financial reporting systems part way through the year, funding reported is planned expenditure and is as accurate as possible.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year   | Funds Expended (Resources)          |
|---|---|-------------------------------------|
| Respectful relationships and responsive engagement of all staff and students has led to a heightened level of positive learning outcomes.   | Personal learning goals in writing exist for all students, enabling specific and timely feedback. Learning intentions and success criteria are being developed across classrooms to support student engagement and achievement.   | \$ 30000 (Flexible Wellbeing funds) |
| Increased success in school community events and support of school community programs. Parent and family attendance at assemblies, fete and sporting carnivals to increase by >8%. Similarly, attendance and support at P&C, Auxiliary and Parents as Tutors to increase by | The P&C continues to have a core group of parents who ensure a community voice as well as key community and fundraising events that are vital for our school. The school continues to enjoy a large number of parents, families and friends who regularly attend school sporting, cultural and academic events. | \$7200 (Flexible Wellbeing funds)   |



## Next Steps

- Implementation of the recommendations of the Learning and Support Team evaluation
- Explore programs for students that address physical, social and mental wellbeing – Kidsmatter, Growth Mindset
- Employ Learning and Support Officers to work in classrooms on targeted, focused intervention.
- Strengthen community partnerships

## Strategic Direction 3

### Culture

#### Purpose

At Lindsay Park a fundamental requirement for a successful learning system is a positive, supportive culture based on the nine core values that provide a base to guide behaviour and decision making in public schools. This culture will ensure that our stakeholders have a voice in the life of the school.

#### Overall summary of progress

Lindsay Park has a supportive and caring school culture. This is evidenced in the analysis of the Tell Them From Me student, teacher and parent survey, which indicates that student participation in sports and clubs is well above the state mean and positive relationships are equal to state. Our students and parents value schooling outcomes and this is in line with state scores. The student and parent survey indicates that positive school behaviours are well above the state mean. Student, staff and parent survey responses indicate we are significantly above state mean in the area of leadership, specifically in creating a safe and orderly school, teacher observations and support during stressful times.

In 2016, a Green Team initiative was developed involving students, teachers and parents. There is strong support from the P&C and an action plan has been drafted to ensure sustainability of this project. To date, the team have specifically looked at recycling, composting and growing all within the scope of social responsibility and conscience. Nude Food days, recycling bins and composting food waste have all contributed to a greater understanding and awareness of our impact on the environment. Student leadership has been developed through the action planning process, ensuring there is consultation, funding and responsibility.

Please note: As the school changed financial reporting systems part way through the year, funding reported is planned expenditure and is as accurate as possible.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year   | Funds Expended<br>(Resources) |
|---|---|-------------------------------|
| A Values Education program is operating successfully in every classroom and across the school K–6. The conversations and actions of staff and students reflect the values embedded in this program. | As indicated above, the Tell Them From Me surveys indicate that the culture of the school is supportive and caring. This supports the notion that conversations and actions within our school community reflect positive school values. However, there is not yet a formalised values education program in classrooms or across the school. |                               |
| Lindsay Park students actively contribute to the school through meaningful opportunities and responsibilities(e.g. SRC; student leadership teams).  | The SRC continue to have a positive impact on the school as evidenced by their meeting notes and initiatives undertaken. The Green Team are a newly formed group who have developed an action plan to develop environmentally conscious students and a 'green' plan for the school.   |                               |

#### Next Steps

Undertake a review of the school Wellbeing Policy.

Strengthen the school Executive Leadership Team and the Administrative Team through defined key accountabilities, professional learning and shared vision.

Develop leadership capacity through the establishment of curriculum committees and action planning processes.

Strengthen student leadership opportunities through SRC and the Green Team

| Key Initiatives   | Impact achieved this year   | Resources (annual) |
|---|---|--------------------|
| <b>Aboriginal background loading</b>                          | Two out of four Year 3 Aboriginal students achieved proficiency bands in NAPLAN across Reading, Writing, Spelling and Grammar and Punctuation. All Aboriginal students have a Personal Learning Pathway which enables additional School Learning and Support Officers to focus on specific learning goals.  | \$8500             |
| <b>English language proficiency</b>                           | 55% of Year 3 students with a language background other than English achieved proficiency bands in NAPLAN across Reading, Writing and Spelling. 70% of Year 5 students and almost 85% of Year 7 students with a language background other than English achieved proficiency bands in NAPLAN Spelling. Almost 70% of Year 7 students with a language background other than English achieved proficiency bands in NAPLAN Reading. | \$16000            |
| <b>Low level adjustment for disability</b>                    | Students requiring low level adjustment for disability were supported through additional Learning and Support Officer time to assist the teacher in implementing differentiated strategies to engage and maximise success. In 2016 XX students received additional levels of support for their learning.  | \$17000            |
| <b>Quality Teaching, Successful Students (QTSS)</b>           | The Tell Them From Me staff survey indicates the school is significantly above state mean with teacher collaboration. Specifically in sharing lesson plans and units, assessment strategies and discussing student learning. QTSS has enabled quality time for teachers to collaborate, observe and provide feedback to continually improve the quality of teaching.  |                    |
| <b>Socio-economic background</b>                              | School Learning and Support Officers appointed to provide additional support in the classroom, assisting teachers to implement differentiated learning and targeted and specific support to close the learning gap for students from a low socio-economic background.   | \$11000            |
| <b>Support for beginning teachers</b>                         | A focus area of quality reading instruction was identified by the beginning teacher and targeted support, mentoring, observations, additional release time and professional learning was put in place in 2016. This is being carried over into 2017 with the introduction of Focus on Reading, with a teacher mentor supporting the beginning teacher.  | \$13000            |
| <b>Targeted student support for refugees and new arrivals</b> | Additional Learning and Support Officers were appointed to assist classroom teachers to scaffold learning for these students. Key literacy and numeracy concepts were the focus. The Learning and Support Officer also assisted in translating to ensure communication between parents and school.  | \$1500             |
| <b>Flexible Funding for Wellbeing Services</b>                | An additional Learning and Support Teacher was appointed one day per week to assist in  | \$37000            |

|   |   |                |
|---|---|----------------|
| <p><b>Flexible Funding for Wellbeing Services</b></p> | <p>the whole school evaluation of the Learning Support Team. The school launched Kids Matter to address the mental and emotional wellbeing of the students and their families. The Tell Them From Me student, staff and parent survey indicates that the school has a highly supportive and caring culture. We are significantly above the state mean in creating and safe and orderly school and providing support during stressful times. An additional School Administrative Officer was employed to ensure complex student health and wellbeing data was processed, updated regularly and communicated across the school.</p> | <p>\$37000</p> |
|---|---|----------------|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 176        | 183  | 191  | 212  |
| Girls    | 150        | 157  | 157  | 175  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 96.6 | 97.1 | 95.2 | 95.3 |
| 1         | 96   | 94.7 | 95.4 | 94.1 |
| 2         | 94.1 | 95.2 | 94.2 | 95   |
| 3         | 96.2 | 95   | 96.7 | 94   |
| 4         | 94.1 | 95.8 | 94.1 | 94.2 |
| 5         | 95.2 | 93.3 | 95.4 | 95   |
| 6         | 94.6 | 93.6 | 93.1 | 93.8 |
| All Years | 95.3 | 95   | 94.9 | 94.5 |
| 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   |

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Assistant Principal(s)                | 3     |
| Classroom Teacher(s)                  | 13.23 |
| Teacher of Reading Recovery           | 0.53  |
| Learning and Support Teacher(s)       | 0.6   |
| Teacher Librarian                     | 0.8   |
| School Administration & Support Staff | 2.82  |
| Other Positions                       | 0.13  |

\*Full Time Equivalent

Lindsay Park Public School has two Aboriginal teachers. Lindsay Park PS has a strong relationship with our local Aboriginal Educational Consultative Group.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 45         |

### Professional learning and teacher accreditation

The staff at Lindsay Park PS are committed to ongoing professional learning to continually improve their practice, which we know is the single largest indicator of student success at school. In 2016, the school had four teachers who submitted and achieved proficiency accreditation. In 2016, professional learning in numeracy, writing and visible learning has been a priority.

## 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>120 016.05</b> |
| Global funds                   | 178 225.35        |
| Tied funds                     | 261 164.34        |
| School & community sources     | 119 778.10        |
| Interest                       | 3 791.43          |
| Trust receipts                 | 19 656.10         |
| Canteen                        | 0.00              |
| <b>Total income</b>            | <b>702 631.37</b> |
| <b>Expenditure</b>             |                   |
| Teaching & learning            |                   |
| Key learning areas             | 19 987.90         |
| Excursions                     | 38 874.34         |
| Extracurricular dissections    | 64 106.61         |
| Library                        | 5 635.81          |
| Training & development         | 2 255.00          |
| Tied funds                     | 190 570.43        |
| Short term relief              | 41 753.40         |
| Administration & office        | 38 299.82         |
| School-operated canteen        | 0.00              |
| Utilities                      | 30 295.46         |
| Maintenance                    | 16 131.30         |
| Trust accounts                 | 17 669.24         |
| Capital programs               | 13 780.18         |
| <b>Total expenditure</b>       | <b>479 359.49</b> |
| <b>Balance carried forward</b> | <b>223 271.88</b> |

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

|                                       | 2016 Actual (\$)  |
|---------------------------------------|-------------------|
| <b>Opening Balance</b>                | 0.00              |
| <b>Revenue</b>                        | 234 328.69        |
| (2a) Appropriation                    | 225 207.88        |
| (2b) Sale of Goods and Services       | 0.00              |
| (2c) Grants and Contributions         | 8 999.09          |
| (2e) Gain and Loss                    | 0.00              |
| (2f) Other Revenue                    | 0.00              |
| (2d) Investment Income                | 121.72            |
| <b>Expenses</b>                       | -105 356.50       |
| Recurrent Expenses                    | -105 356.50       |
| (3a) Employee Related                 | -78 442.71        |
| (3b) Operating Expenses               | -26 913.79        |
| Capital Expenses                      | 0.00              |
| (3c) Employee Related                 | 0.00              |
| (3d) Operating Expenses               | 0.00              |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | <b>128 972.19</b> |
| <b>Balance Carried Forward</b>        | <b>128 972.19</b> |

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.

Budgets are strategically aligned to school planning and regular finance meetings are conducted.

Balance carried forward is intended to cover casual salaries for Student Learning and Support Officers, temporary teachers and sick leave. The Primary Student Grant has been allocated to Professional Learning funds to contribute to the course fees for the implementation of L3 and Focus on Reading pedagogies in 2017. Other funds are allocated to the purchase of four Interactive Classroom solutions and furniture for classrooms and office space.

## Financial summary equity funding

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

|                       | 2016 Actual (\$) |
|-----------------------|------------------|
| <b>Base Total</b>     | 2 389 356.11     |
| Base Per Capita       | 18 982.51        |
| Base Location         | 0.00             |
| Other Base            | 2 370 373.60     |
| <b>Equity Total</b>   | 114 564.94       |
| Equity Aboriginal     | 8 522.48         |
| Equity Socio economic | 11 140.13        |
| Equity Language       | 16 195.80        |
| Equity Disability     | 78 706.53        |
| <b>Targeted Total</b> | 74 446.18        |
| <b>Other Total</b>    | 70 803.68        |
| <b>Grand Total</b>    | 2 649 170.91     |

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.

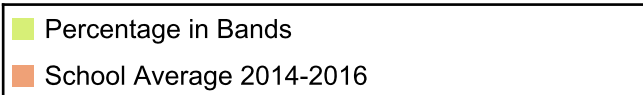
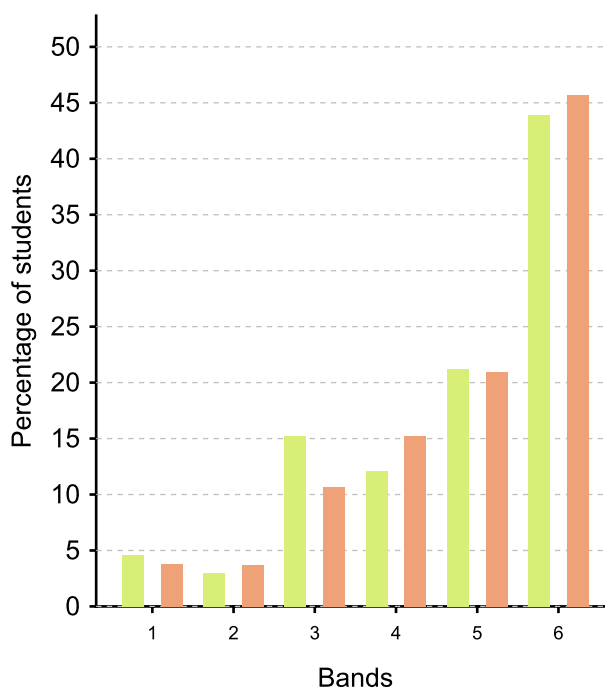
## School performance

### NAPLAN

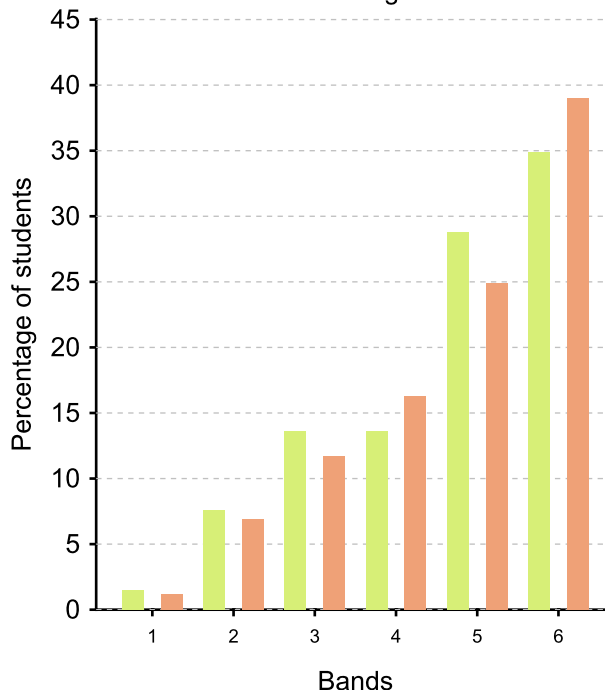
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The percentage of students in Year 3, 5 and 7 achieving proficiency bands is greater than the state percentage across all aspects of reading, writing, spelling and grammar and punctuation. A school highlight was over 70% of Year 3 girls achieving proficiency bands in Reading. Over 70% of Year 5 students achieved expected growth in reading.

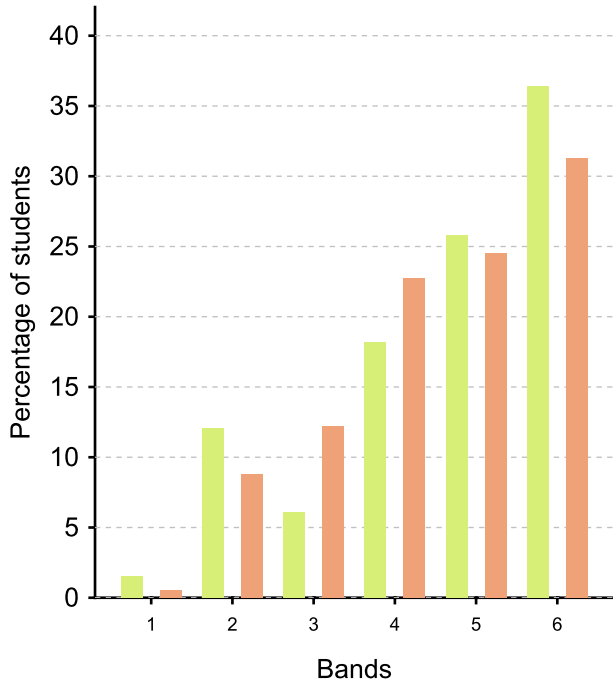
Percentage in bands:  
Year 3 Grammar & Punctuation



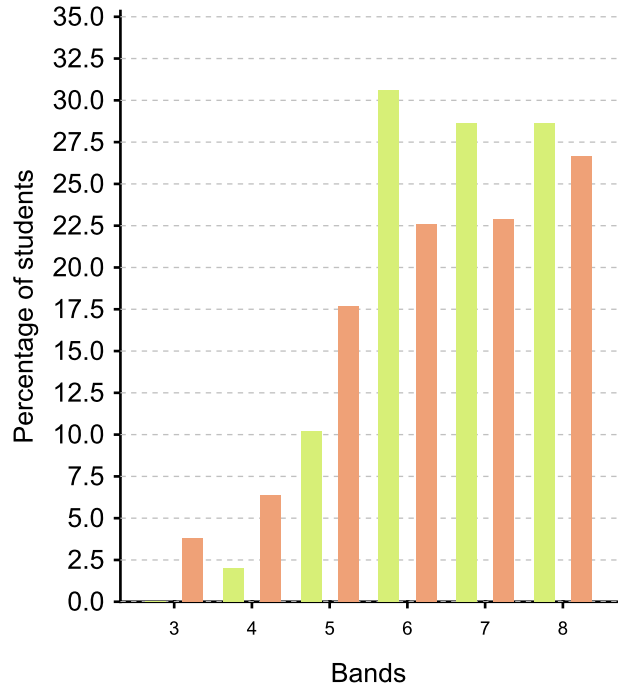
Percentage in bands:  
Year 3 Reading



**Percentage in bands:**  
Year 3 Spelling



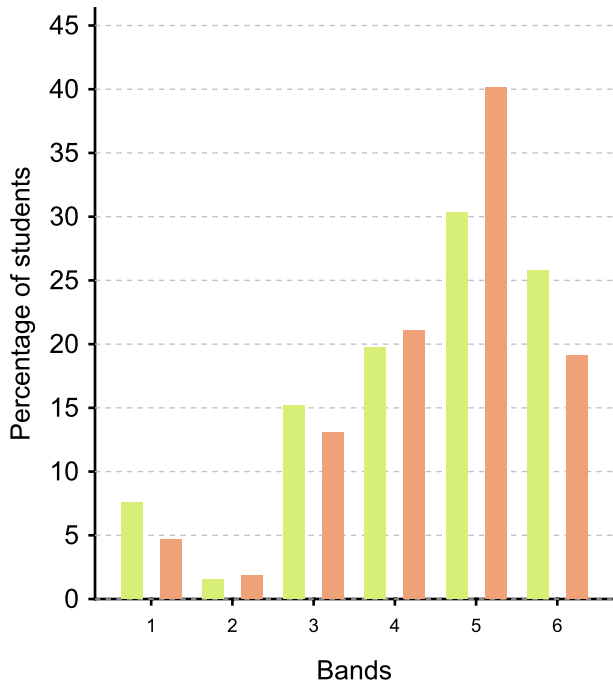
**Percentage in bands:**  
Year 5 Grammar & Punctuation



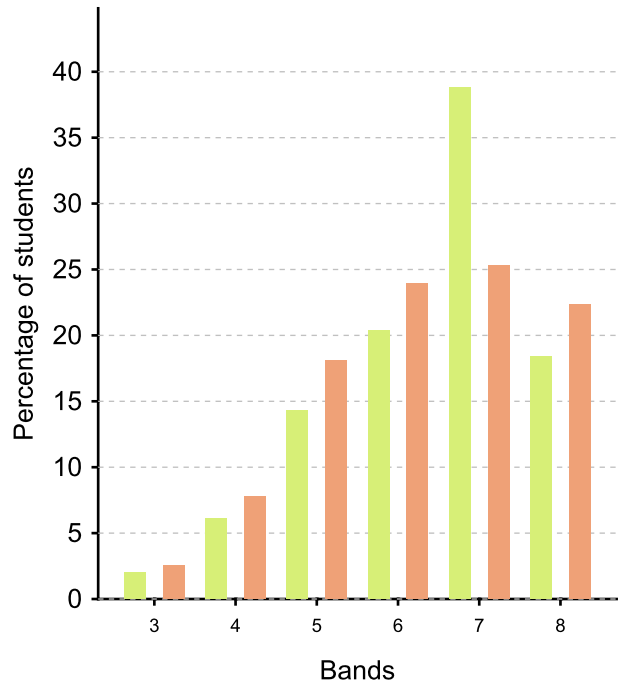
Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading

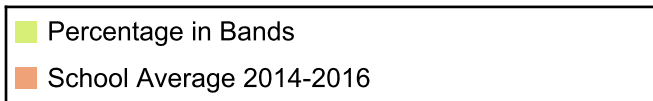
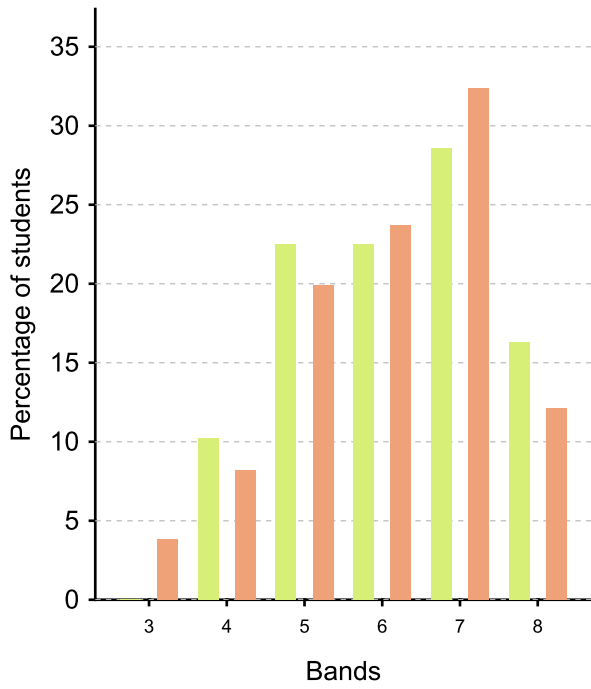


Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

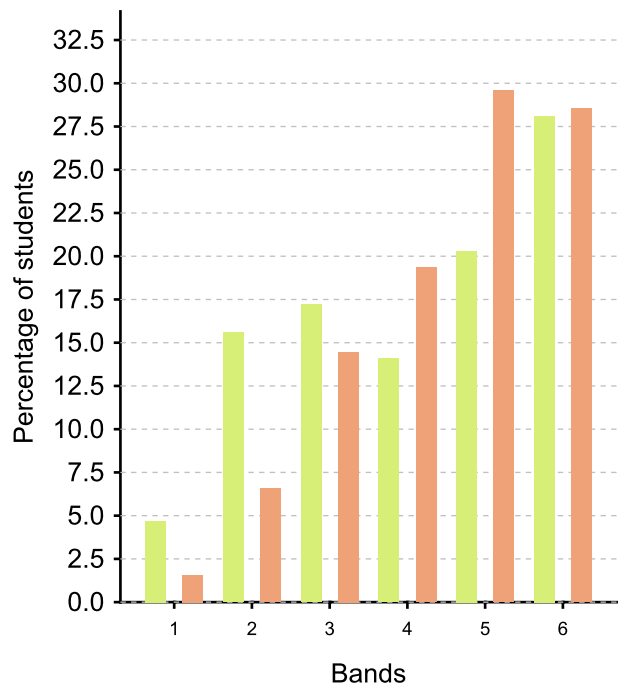


**Percentage in bands:**  
Year 5 Spelling

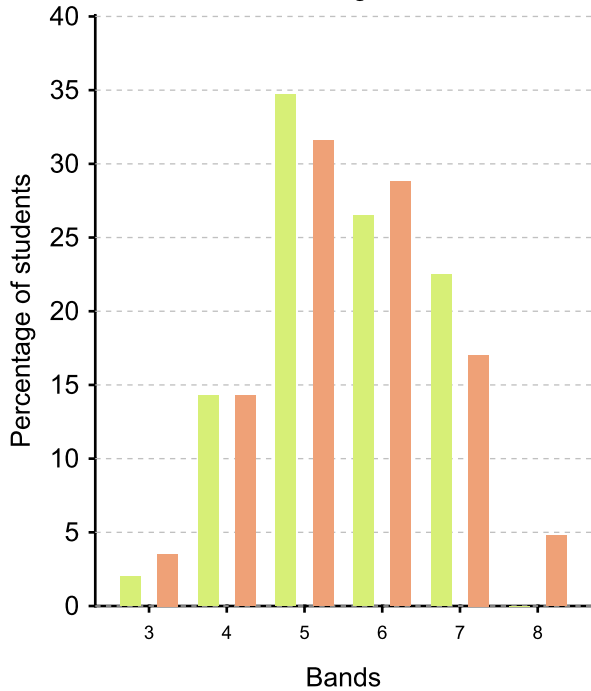


The percentage of students in Year 3, 5 and 7 achieving proficiency bands is greater than the state percentage for numeracy. 56% of Year 5 students achieved expected growth in numeracy.

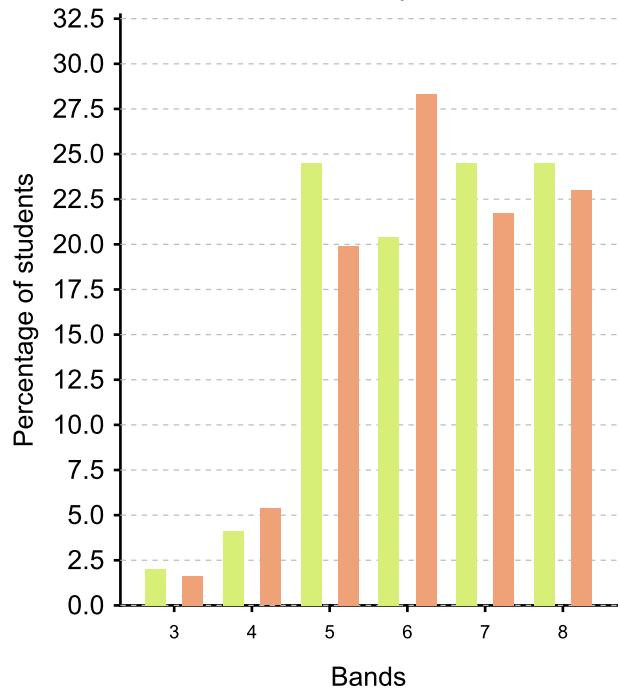
**Percentage in bands:**  
Year 3 Numeracy



**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.

The NAPLAN results show that over 56% of students in Year 3 are achieving in the top two bands across reading (64%), writing (56%), spelling (62%) and grammar and punctuation (65%). This trend has remained consistent for the last 3 years. Over 50% of students in Year 5 are achieving proficiency bands across reading (57%) and grammar and punctuation (57%) and 45% are achieving in the top two bands in spelling. Performance in the top two bands in Year 5 writing has been inconsistent over the last three years, and in 2016 there were 22% of students achieving proficiency.

The percentage of Year 3 students achieving in the top two bands for numeracy at Lindsay Park Public School has decreased this year to 49% from 67% the previous year. Performance in numeracy over the three years has been inconsistent for Year 3 students. The percentage of Year 5 students achieving in the top two bands for numeracy has remained steady, with 49% achieving in the top two NAPLAN bands in 2016.

Fifty percent of Year 3 Aboriginal students (four in total) were in the top two bands for reading, writing, spelling and grammar and punctuation. There was one Year 3 Aboriginal student in the top two bands for numeracy. There were no Year 5 Aboriginal students (two in total) in the top two NAPLAN bands for reading or numeracy at Lindsay Park Public School.



## Parent/caregiver, student, teacher satisfaction

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

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- All surveys completed by parents reflect the feeling that Lindsay Park Public School is a positive, caring and inclusive learning

environment. Specifically parents feel welcome at the school, they feel teachers support positive behaviour and learning.

- There is strong support for the teaching staff and extra-curricular events that create a culture of community spirit.
- There are common themes from parents for school improvement around integration of Science, Technology, Engineering and Maths (STEM), music education particularly the development of a school band and more opportunities to enrich and extend students.
- The survey responses from teachers support the desire to integrate more STEM learning across classrooms. The majority of teachers feel we have a safe and orderly learning environment, staff collaborate effectively, monitor individual student progress, include students with additional learning needs and provide clear expectations for classroom behaviour.
- 87% of students surveyed have positive relationships at school. 94% value school outcomes and 85% of students try hard to succeed. 65% of students agree that they are interested and motivated in their learning however the percentages decrease as students reach Year 6. 51% of students have positive homework attitudes.



## Policy requirements

### Aboriginal education

Aboriginal culture and heritage is embedded in teaching and learning activities. There is a focus on Aboriginal histories and cultures as a cross curriculum priority.

In 2016 the staff completed their training in 'No Gap No Excuse'. All Aboriginal students have a personal learning pathway that is reviewed throughout the year. A School Learning and Support Officer is employed to work in classrooms to assist in closing the learning gap for Aboriginal students through targeted and specific intervention as outlined in the personal plan. The school acknowledges significant events throughout the year such as National Sorry Day, Reconciliation Week and NAIDOC week.



### **Multicultural and anti-racism education**

The NSW Department of Education rejects all forms of racism and is committed to the elimination of racial discrimination. Lindsay Park Public School prides itself on the promotion of racial harmony. Each year students are taught learning sequences that encourage the celebration of multiculturalism as well as having the Aboriginal perspectives embedded within them.. The school has 92 students who come from a language background other than English and this is celebrated through sharing customs and embracing language. A range of strategies have been incorporated in the school's communication with parents and community members from culturally diverse backgrounds. These included; increased use of interpreters, support at meetings and Skoolbag and Facebook pages resulting in strengthening parent and community engagement in school activities. The school has an anti-racism officer who is trained to build understanding of cultural diversity in the school community and proactively resolve any issues.