

Lynwood Park Public School Annual Report



2016



4258

Introduction

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

Rita Porteous – Principal

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Message from the Principal

Every student is important at Lynwood Public School. This year we continued our new way of strategic planning where parents, students and staff determine the future of our school and articulate their dreams for our school to be great. Students are positive about their learning and both students and parents have a high degree of trust in the teaching and learning that occurs at Lynwood Park Public School.

These positive aspects of our school are a testament to the dedication and commitment of all staff members, the positive partnerships between parents and teachers and the pride demonstrated by all members of our school community. A committed P&C actively supports school programs and enthusiastically raises funds to enhance the school to ensure it is vibrant and welcoming for students and their families.

I am proud to be part of this wonderful community, during this time of great change in public education. The implementation of the Australian curriculum and restructuring the way our school operates both financially and through local decisions has a positive impact on every student. I am confident that our core business of educating students is exciting and challenging as it evolves. All of us at Lynwood Park Public School are steadfastly focussed on our students to ensure they are well prepared for our 21st century world.

Rita Porteous – Principal 2016

Message from the school community

We are only a small P&C but we have been able to achieve BIG things. Our P & C is made up of people who are committed to the school as a community. We are always looking at new ideas and ways to raise funds for this great school our children attend. Many people believe that the P&C is all about volunteering. Let's face it, we survive on parent and family involvement. But we are also the voice who actively engages. Collectively we have a say towards how we can contribute to the school. We work alongside the wonderful staff of Lynwood Park to make this a great school! The best part of being on the P&C is discussing and making decisions that affect the children. The motioning for the purchase and choice of resources and equipment, striving for grants, as well as choosing and detailing fundraising ideas. These decisions are what P&C members get to decide. These are just some of the things in which we get involved. Working in conjunction with the school throughout the year, we in turn create wonderful opportunities for the children at Lynwood Park Public School, for YOUR child. I would like to extend my personal many thanks to all the current P&C members, as well as all our volunteers this year. I know we could not have done it without you. Thank you for supporting the P & C and the school during 2016. We hope all the families have a wonderful festive season, and I cannot wait to see what 2017 brings for our children and the school.

Rebecca Collins – P&C President 2016

Message from the students

This year, we have completed our seven years of primary school. Some of us have been friends since Kindergarten. Some students have joined us along the way or just for Year 6. We have all worked hard to get to this point and now it's time for a big change moving to different schools in Year 7. We have had a lot of fun being the leaders for 2016. We have had the opportunity to run assemblies, do Parliament jobs and be positive role models to our fellow students. Now we would like to share some memories of our time at Lynwood Park.

On the first day of school some of us were excited and some of us were scared. Now we feel like we are going to be the little kids when we go to high school. We thought that going from Year 2 to Year 3 that we were becoming big kids. Doing our first NAPLAN test in Year 3 was scary but now we are used to doing tests. The tests we do now are so much harder than that first NAPLAN test.

In Stage 3, we have had fantastic opportunities to go on excursions. Last year, we went to Canberra and the snow. This year at Point Wolstoncroft, our Stage 3 camp was so much fun and had us moving! We did activities such as a high rope course, getting dirty in the wombat hole, kayaking, archery, night activities, group activities, and going on the giant swing, if you dared. We also had to do our chores of setting up and cleaning up for breakfast, lunch and dinner.

We've made lots more memories this year. The school leaders, sports captains and vice leaders for 2016 went to Longneck Lagoon to learn leadership skills and participate in team building activities. Students were creative with making hats and awesome costumes for our school's Easter Hat Parade and the Australian themed Book Character Parade. We have also had fun mufti days, an Olympathon, gala day, Smooth Walking, Seven Hills high school showcase and much more!

Now it's our turn to say farewell. We would like to thank the teachers and our parents for all the hard work and effort they have done in making school wonderful for us. We would like to wish good luck to Year 6 and parliament for 2017. We have enjoyed school from Kindergarten to Year 6. We have had a good time being the school captains and we wish you all well.

Diamond Araujo and Jesse Bingham – School Captains 2016

School background

School vision statement

Lynwood Park Public School believes that by working in partnership within and beyond the school, in an enthusiastic and purposeful way, laid on a strong foundation of positive values, we will inspire the development of:

- creative, innovative and resourceful individuals;
- critical thinkers and problems solvers;
- engaged 21st century learners and leaders; and
- responsible and productive citizens.

Our legacy will be to build the capacity of our community for a better future.

School context

Lynwood Park Public School is located in Blacktown. It was established in 1960 and has had a fluctuating population. In recent years it has seen a decline in population and currently has an enrolment of 298 students, with five of those identifying as Aboriginal and Torres Strait Islander and 31% students who identify as having a non-English speaking background. Lynwood Park Public School is a school where each child is encouraged to succeed, guided by professional and caring teachers, excellent learning programs and a highly supportive parent community.

Continual improvement underpins the strong academic programs that offer each child the very best of opportunity for success. With a strong focus on literacy and numeracy, we cater for the needs of all students, wherever they fall on the learning continuum. Our teaching and learning programs focus on the individual needs of each student and challenge each child accordingly. Student progress is carefully monitored through regular assessment and enables quality programs and specialist support staff to be used in the best possible way to ensure positive progress for every student. Our school also provides a variety of extra-curricular opportunities such as gifted and talented enrichment programs, public speaking, debating, dance, choir, recorder group, PSSA sport and other fitness activities.

Student successes are regularly celebrated and applauded. Our school achieves effective learning and discipline through an emphasis on clear expectations and explicitly teaching positive behaviour for learning to support harmonious social relations. Classes range from Kindergarten to Year 6 with our senior students taking an active leadership role in our school parliament, peer support and peer tutoring. Our community has great pride in our school. A committed P&C actively raises funds to support school programs and enthusiastically enhances the school to ensure it is safe and welcoming for students and their families.

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.

Learning

In the domain of *Learning*, our school has primarily focused on the three elements of *Learning Culture; Wellbeing and Curriculum and Learning*. This year our school has continued to determine clear processes and common language to improve the learning culture. The wellbeing of students is a priority for all members of the Lynwood Park Public School community. Our school continued its focus on positive behaviour for learning, with data showing an increase in appropriate behaviours and an increase in the opportunities for students to be recognised for positive behaviour choices. The continued implementation of the physical & social program, 'Rock & Water', has allowed students to connect more positively in their social & classroom interactions. Curriculum and learning programs have had a focus on implementation of the new History syllabus. Extra–curricular learning opportunities are varied and support student development well.

Teaching

In the domain of *Teaching*, our focus has been on *Effective Classroom Practice and Learning and Development*. We have undertaken professional learning as a whole school to ensure teaching is systematic and explicit to cater for individual student needs. Staff has visited other schools to observe best practice in enquiry based learning. Our teachers use both formal and informal performance data to work in whole school and stage groups to evaluate effectiveness of teaching practice and to develop a consistency of teacher judgement. Staff is continuing to align teaching and learning practices with the new Australian Curriculum syllabi as they are implemented.

Leading

In the domain of *Leading*, our school has focused on *School Resources*. Our focus this year was to improve physical learning spaces so they can be used flexibly and productively. We have begun to create stimulating indoor and outdoor learning environments and to alter classrooms to create dynamic learning spaces. This is being supported with more efficient use of our technology to maximize its effectiveness as a tool for learning.

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

CULTURE AND VALUES: All stakeholders are responsible for progressive practices to develop 21st century life skills.

Purpose

To develop a school culture in which all members take responsibility for ongoing learning and strive for innovation and improvements within and beyond the school community.

Overall summary of progress

Did we do what we planned?

The committee determined the process for maintaining positive culture and values. We assessed lessons and sourced programs to create activities further to promote respectful and positive relationships. Positive Behaviour for Learning has continued with data collected being analysed and tracked to determine success. Professional learning continued for staff in the Rock and Water program with students from Years 2 – 6 participating in Rock and Water lessons during term 2. There was also a small targeted group that continued to participate in the program to help them with their self-awareness. The community was invited to participate in whole school organised events, such as Mother's Day and Father's Day breakfasts. We visited other schools and explored other examples of different learning spaces. We evaluated areas of the school requiring improvements and implemented changes to the targeted areas, such as artworks on the top quad, new furniture, pin boards and sound proofing in some classrooms. Together with the P&C, we purchased new resources and equipment for each stage. We looked at examples of Wellbeing Frameworks and are in the process of writing a new Wellbeing Framework for Lynwood Park PS. We created a teacher and student wellbeing survey and collected and analysed the data to make improvements.

Did it have the planned impact?

We have continued with Positive Behaviour for Learning (PBL) focusing on explicit social skills and this has resulted in common language being used across the school by teachers and students. The Rock and Water program was implemented across the school enabling students to label their emotions with the correct language. The professional learning has ensured that all staff members are skilled to assist students with self-monitoring their behaviour as well as giving them the skills to remain their best selves. Harmony Day and the Camp Quality puppet show provided opportunities for students and teachers to discuss and learn about diversity. Flexible, bright classrooms and outside spaces have expanded throughout the school creating positive, safe environments for learning. Upgraded technology resources have improved the learning opportunities and allowed students access to 21st century learning. The mentoring of staff has continued allowing teachers to team-teach and share skills and expertise.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Social Skills/ PBL / Rock and Water Create positive, respectful relationships that are evident among students and staff, promoting student well-being and ensuring good condition for student learning.	<p>The implementation of Social Skills lessons, Circle Time and Rock & Water has contributed to developing individuals interacting with others in a positive manner.</p> <p>Rock and Water was implemented for Years 2–6 and a target group of boys resulting in student ability to focus, stay calm and interact more positively. Students learnt how to ground, centre and focus themselves and developed emotional awareness.</p> <p>The social skills program for targeted groups was highly successful. Those involved were engaged and they used the time productively.</p> <p>Positive Behaviour for Learning has continued with our reward system refined and platinum level introduced. Data of negative behaviours was analysed each term and has shown a small decline in negative behaviours.</p>	\$2000 –TPL – Welfare & Equity

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Wellbeing policy / LST</p> <p>Establish a comprehensive framework to support cognitive, emotional, social, physical wellbeing of students.</p>	<p>The Learning Support team met weekly to ensure that individual student needs were being met. Use of school counsellor and outside agencies was accessed to supplement programs and policies within the school. Staff has examined DoE Wellbeing policy and adjustments made to school policy to align with DoE policy.</p>	<p>Nil</p>
<p>Diversity – Ethnicity Aboriginal / Multicultural</p> <p>Recognise and respect cultural identity and diversity from all members of the community</p>	<p>Lynwood Park PS identified and implemented various events that fostered recognition and respect of diversity and cultural identity. In 2016, this occurred through Harmony Day, the 'Being Brave' show, celebration of the ANZAC and remembrance days, the Camp Quality puppet show, the Sports Charity Day and cultural and country studies in lessons. A mother's day and father's day breakfast was also instituted and well attended.</p>	<p>Nil</p>
<p>School Aesthetics / Technology</p> <p>Create physical learning spaces that are used flexibly and technology is accessible to staff and students</p>	<p>The progress towards creating physical learning spaces that are used flexibly and technology that is accessible to staff and students has begun and will continue into 2017.</p> <p>Furniture for Kindergarten , Stage 1 and Stage 2 was purchased and installed in classrooms. Classrooms requiring pin boards and sound-proofing were installed with new pin boards.</p> <p>Playground had paintings on it to enhance aesthetics and educational learning.</p> <p>Technology for Learning (T4L) has been accessed and products ordered for 2017. Short-throw data projectors were purchased for three rooms requiring update for use with interactive whiteboards.</p>	<p>\$20,000 from Hall Hire for furniture</p> <p>\$9,000 – RAM SEB Resources</p> <p>\$2000 – ICT TPL</p> <p>\$13,000 – Computer Coordinator funds</p>

Next Steps

What are the next steps required for 2017 to ensure Strategic Direction 1 is successfully implemented?

- Continued implementation of PBL to monitor and evaluate interactions and continuation of the Rock and Water program for targeted students.
- Continuation of mentoring and team teaching and relevant Teacher Professional Learning.
- Continuation of use of outside agencies for cultural/educational events.
- Continued beautification of playground and school environment.
- Purchase of laptops to engage children in their learning and interactions in class.
- Create a well-being framework for 2017.
- Examine the following processes and procedures for 2017: supervision, planning, duties, rotations, breaks and physical play.

Strategic Direction 2

ENGAGEMENT AND ACHIEVEMENT: Create an environment that fosters innovative, resourceful learners who connect with others as responsible productive citizens.

Purpose

To support all staff, students and community members to become actively engaged and successful lifelong learners.

Overall summary of progress

Did we do what we planned?

We implemented a large variety of programs that targeted needs of specific students to increase their engagement and improve learning outcomes. Ongoing support for these students was provided and effectiveness monitored. Our school used a variety of assessment tools. Results were recorded in a data base, and used to inform future planning and needs of the students across the learning spectrum. We surveyed staff on usefulness of assessment tools and explored other possible tools to use. Professional learning was provided to increase consistency and effectiveness of assessment tools used in reading and writing. A new student self-reflection process, across the whole school, was implemented, resulting in student's evaluation of their own performance and efforts each term. Positive parent feedback was received. Parents were informed about learning programs and learning achievements throughout the year through formal and informal interviews. Reports were further adjusted to reflect new Australian Curriculum content. Links with the wider school and local communities have been formed to provide educational opportunities and promote the school profile. School events and programs were featured in local newspapers. We still need to develop/update the school prospectus.

Did it have the planned impact?

Our actions have resulted in improved student engagement, better use of data gathered from assessment tools and positive partnerships with outside agencies. Future directions have become clearer about what we need to do next relating to whole school assessment and data. Areas for future professional learning have been identified.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Support Programs / Extra-curricular</p> <p>Strengthen staff understanding that student engagement and learning are related, and provide quality programs that address the needs of all students; including identified groups such as Aboriginal, gifted, students with disability and EAL/D learners.</p>	<p>Implemented targeted programs to meet specific needs of students including PLP individualized classroom support as required by students; LaST – stage based withdrawal groups in Literacy and Numeracy to provide instruction at required level; GAT enrichment programs to extend learning for identified students including– SPECTRA science, CAPA – guest artist visit, Drama group, Science interest group, thinking skills group, Mind Marathon, Premiers Spelling Bee competition; SHARING – enrichment in various KLAS; EALD –stage withdrawal groups; Reading Recovery to identified students; Peer Tutor reading. Formed 2 focus groups to support the needs of disengaged stage 3 students implementing community service and mini projects. These targeted groups were changed on a needs basis based on assessment data and teacher judgement. Stage appropriate fast finisher resources including multiple intelligences and thinking key tasks have been distributed and used in classrooms.</p>	<p>\$43,000 – RAM SEB for LaST – 3 days/wk</p> <p>2 x School Learning Support Officers (SLSO) employed using:</p> <p>Funding Support funds – \$28,930;</p> <p>RAM Aboriginal funds – \$3417;</p> <p>Norta Norta funds – \$2390;</p> <p>RAM LAD funds – \$32,170</p> <p>\$250 – Reading Recovery resources</p> <p>\$250 – EAL/D resources</p> <p>\$1500 – Gifted and Talented programs and resource</p> <p>\$4550 – Teacher Professional learning</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Assessment</p> <p>Align staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.</p>	<p>Conducted staff survey on assessment tools. Data of effectiveness gathered and feedback session presented. From this it was determined that staff needed further TPL in teaching and assessing writing using marking rubrics, use and analysis of running records. TPL sessions conducted to meet these needs. Assessment tools for English and Maths have been identified, trialled and evaluated in years K–6 including: SA spelling test, Reading running records, BURT word test; and in addition, and CARS – comprehension and reading strategies was used for Yrs 3–6. The data from these assessments was used to complete semester reports.</p> <p>PLAN data has been plotted on the literacy and numeracy continuums and entered at the end of each semester. SMART data analysis of NAPLAN results was carried out resulting in programing of lessons to cater for areas of weakness. Assessment data on discontinued reading recovery students is regularly collected and submitted.</p>	<p>\$2000 – PLAN funding – casual relief for data entry and analysis</p>
<p>Reporting</p> <p>Use assessment and reporting processes to inform parents of what their children are learning, as well as for students to reflect on their own learning.</p>	<p>Parents were informed of planned learning sequences at the beginning of the year through parent information sessions and grade newsletters. The parent reporting schedule was adjusted to hold interviews in Term 1 which allowed earlier identification of needs or concerns from parent or teacher point of view. Reports were adjusted to reflect changes to curriculum. A collection of parent hints and teaching activities has been compiled ready to distribute.</p> <p>We created a 'traffic light' self reflection tool for student use in the classroom and this has been implemented school wide. Implementation of 'Student Self Assessment' was completed school wide each term. Senior students included learning goals. These were shared with parents at parent teacher interviews and with semester reports.</p>	<p>Nil</p>
<p>Community relationships</p> <p>Develop productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students and to increase the profile of the school.</p>	<p>We have engaged the local community to increase our profile through participation in community events and projects including gardening club, education week performances at Westpoint, Blacktown Music Festival, the Festival of Instrumental Music, SHARING program and invited the community to participate in breakfast events to celebrate Mother's and Father's Day.</p> <p>We engaged the services of local community organisations to share their expertise with the students including the Soccer Play Project, Being Brave Show, police liaison officer visits, responsible pet ownership program, CARES bicycle program, Graffiti Ed Program provided by Blacktown Council, Start SMART banking program, Smooth Walking High School transition program, Sports Charity Day(STAY ChaTY, Giants AFL, Wanderers Soccer, Sydney Thunder Cricket, Swifts Netball, Baseball) Rotary, Federal Member of Parliament, Royal Lifesaving NSW and SUEZ local company.</p>	<p>Nil</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Community relationships</p> <p>Develop productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students and to increase the profile of the school.</p>	<p>Our school achievements were celebrated via articles in local newspapers including Blacktown Sun and Blacktown Advocate. Articles covered garden club, education week, Science Day and the partnership between local company SUEZ to put in water tanks for the school garden club to use. As part of the Sports Charity day, video footage of our school and students was collected which has been aired on national Television during Cricket show and has also been posted on Stay ChaTY Facebook site. We have developed a collection of photographs highlighting the school facilities and events for use in a school prospectus brochure.</p>	

Next Steps

What are the next steps required for 2017 to ensure Strategic Direction 2 is successfully implemented?

- Include any adjustments to be made to the school plan as a result of reflection and self-assessment
- School wide numeracy assessment tool to be sourced to allow for comparative data.
- Provide newsletter inclusions about curriculum information and ideas for parents to help their children in various key learning areas.
- Determine images and information to be included in school prospectus brochure. Print and deliver to local real estate agents and preschools.
- Schedule relevant professional learning for staff, including assessing writing samples for informative or persuasive texts.
- Grandparent community event (picnic/morning tea) to broaden our variety of community events..
- Evaluate effectiveness of 'fast finish' resources and add to collections.
- Align school reporting procedures with new DOE assessment and reporting policy.
- Participation in BLC STEAM project.

Strategic Direction 3

TEACHING AND LEARNING: Provide engaging teaching and learning programs to ensure the necessary skills to be successful 21st century learners.

Purpose

To support all students to become successful, creative, reflective and resilient learners, by increasing teacher, student and community capacity to improve student learning opportunities and outcomes.

Overall summary of progress

Did we do what we planned?

This year we have implemented the history syllabus and provided staff with time to plan and prepare units. We have spent some TPL sessions learning about the geography syllabus ready for implementation next year. Throughout the year we have reorganised student ability groups where required after assessment and discussion. All stages have implemented KLA and mandatory unit rotations and are still working on the introduction of interest based teaching and learning. Coaching and mentoring time for all teachers is included in the timetable.

Did it have the planned impact?

We have made a good start to teaching the history curriculum and staff is embracing the syllabus well. Students have benefited from many of the new ideas shared at stage and planning meetings. Some staff members have taught from the new geography syllabus and all staff has been involved in looking at the content ready for next year. Staff is very positive about stage rotation activities and all feel that it should be continued next year. Students responded with enthusiasm to the lessons and staff felt the lessons were taught well as there was more time to prepare for lessons that were taught more than once. Staff has benefited due to having more collaboration during coaching and mentoring sessions. This is included in planning for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Australian Curriculum Teachers demonstrate knowledge of current content and teaching practice and implement professional standards.	Built teacher capacity by providing stage-based, collaborative planning time each term. We have implemented the new history syllabus and each stage has worked to plan and prepare and evaluate KLA units. Science and History units have been taught in KLA rotations. Teacher professional learning has occurred to implement the new geography curriculum in 2017.	TPL– Quality Teaching \$2000 TPL Syllabus Implementation \$4000 Casual relief
Literacy / Numeracy Sustain ongoing, school-wide improvement in student outcomes in literacy and numeracy.	Identified student abilities in order to group students. Student grouping adjusted throughout the year as required. Learning and support programs organized in conjunction with differentiated ability groupings. Assessments completed for mid and end year reports. Standardised assessments completed at end of year and data analysed. Evaluation of student progress within stages to ensure consistent judgement. Reflected on effectiveness of programs. Super Six Comprehension strategies were introduced. TPL by an outside speaker was provided to staff and is being implemented in classrooms across the school. Stage appropriate posters were printed and displayed in classrooms.	Literacy / Numeracy grant \$8091

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Differentiation / Enquiry based learning</p> <p>Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using enquiry based learning and authentic rich tasks.</p>	<p>Implemented the planned whole school KLA and mandatory unit rotations.</p> <p>Evaluated the effectiveness of KLA groups and authentic rich tasks.</p> <p>Collaborated in stage groups to organise report content descriptors and assessment tasks.</p> <p>Planned for introduction of enquiry based teaching and learning in Stage 2 and Stage 3.</p> <p>Analysed NAPLAN results to inform future teaching programs.</p>	<p>English \$5000</p> <p>Maths \$2500</p> <p>Science \$500</p> <p>HSIE \$500</p> <p>Creative Arts \$2500</p> <p>PDHPE \$1500</p> <p>Library \$4000</p>
<p>Teacher Mentoring / Accreditation</p> <p>Provide mentoring and coaching support to ensure the ongoing development of all staff with explicit systems for collaboration, classroom observation and the modelling of effective practice and feedback.</p>	<p>Identified processes to increase collaborative practices. Implemented TPL sessions and collaborative processes.</p> <p>Provided opportunities to view diverse learning environments at other schools. Discussed with staff the effectiveness of collaborative practices.</p> <p>Mentoring time was allocated to each stage to allow for demonstration lessons, team teaching, lesson observations with feedback given to the teacher etc.</p> <p>This year five teachers worked at maintaining their accreditation at proficiency with the Board of Studies Teaching and Educational Standards (BoSTES). One teacher gained accreditation at proficiency and three other teachers are gathering evidence for their portfolio to attain their accreditation at proficiency.</p>	<p>Mentoring time – ½ day per week</p>

Next Steps

What are the next steps required for 2017 to ensure Strategic Direction 3 is successfully implemented?

- Teaching from the English, mathematics, science, history and geography syllabus, planning units of work to support new syllabi and all staff begin teaching new geography syllabus in 2017.
- International Day in semester 1 2017 and a KLA / mathematics event day in semester 2 2017.
- Continuation of KLA rotations and mandatory units, working towards introducing enquiry based teaching and learning.
- Continue with literacy and numeracy ability based grouping, LaST groups, enrichment groups, Peer Tutor reading and the Reading Recovery program.
- LaST will be timetabled during literacy and numeracy sessions each morning of the week.
- Coaching and mentoring time has been timetabled across the morning sessions.
- In Term 2 2017, Lizzie Chase will provide staffing training in implementation of visual literacy and Super Six comprehension strategies.
- Accreditation to be streamlined by the NSW Education Standards Authority. TPL to be provided to staff.
- Analyse NAPLAN to determine future teaching priorities

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Funding was used to provide School Learning Support Officer time in classrooms where required to support Aboriginal students in literacy and numeracy.	\$5, 807
English language proficiency	In 2016, the school had no staffing entitlement for EAL/D. Additional classroom teacher time for three days per week was gained with the flexible funding component to support EAL/D students within our school.	\$34, 899
Low level adjustment for disability	All students requiring adjustments and accommodations are catered for within the school. Funding was used to staff one teacher in the Learning and Support teacher role. Flexible funding was used to provide School Learning Support Officer time in classrooms where required to support students who require additional learning support but do not qualify for individual funding support.	\$134, 191
Quality Teaching, Successful Students (QTSS)	Funding was used for additional teacher time for half a day per week to allow for executive staff to mentor teachers on their stage. This included demonstration lessons, team teaching and lesson observations with feedback given to the teacher.	\$11,021
Socio-economic background	Funds were used for a variety of purposes. \$1,503 was allocated and used for Student Assistance to assist families in costs towards excursions and school requirements. Additional teacher time of three days per week was gained to learning and support time for students. It was used for enrichment activities, teacher mentoring and the Rock and Water program. The remainder of funds was used for classroom refurbishment to enhance the learning environment for students.	\$53,503
Targeted student support for refugees and new arrivals	Intensive support was also provided for our students who have recently arrived in Australia as refugees with additional school learning support officer time.	\$946

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	170	170	148	144
Girls	158	154	143	146

Our school has 290 students, with 144 boys and 146 girls. We have eight students who identify as Aboriginal and Torres Strait Islander and 110 students who identify as having a non-English-speaking background.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	94.1	95	94.4
1	92.1	92.9	93.7	89.5
2	94.3	92.2	93.6	94
3	94.2	95.8	93	90.9
4	94.3	93.1	93.6	92
5	92.6	95.6	92	93.9
6	94.5	91.2	94.2	90.3
All Years	93.9	93.7	93.5	92.3
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

Management of non-attendance

The overall average attendance rate for our students has declined and is slightly above the state rate of 92.2. Parents and students are encouraged to ensure regular school attendance in support of positive learning outcomes for all students.

The school regularly monitors the attendance patterns of students. If there are issues of non-attendance by students, the school initially contacts the family by

letter, to seek an explanation for the absences. Continued or increasing absences may result in phone contact with families to offer support in order to restore and maintain regular school attendance. Where non-attendance continues to occur, a referral is made to the Home School Liaison officer in order to develop an attendance action plan.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration & Support Staff	2.62
Other Positions	0.11

*Full Time Equivalent

No staff members identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	57
Postgraduate degree	43

Professional learning and teacher accreditation

In 2016, all staff participated in school development days at the commencement of terms 1, 2 and 3 and at the end of term 4. Topics covered included child protection, Rock and Water, Programming English using textual concepts and team building.

Weekly professional learning meetings covered mandatory training for staff as well as sessions aligned to our strategic plan priorities. Topics covered included code of conduct, CPR & Emergency care training, anaphylaxis training, WHS & emergency training, report writing, strategic planning and monitoring, analysing

NAPLAN results, the Australian curriculum –Geography, English – benchmarking, writing and comprehension, writing units of work to support Australian curriculum and committee meetings.

In 2016, individual professional learning was provided for staff in the areas of the use of information and communication technology (ICT), literacy and numeracy, quality teaching, beginning teachers, welfare and equity and career development. The average expenditure per teacher on professional learning was \$1000.

This year five teachers worked at maintaining their accreditation at proficiency with the Board of Studies Teaching and Educational Standards (BoSTES). One teacher gained accreditation at proficiency and three other teachers are gathering evidence for their portfolio to attain their accreditation at proficiency.

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.

During 2016, Lynwood Park Public School moved to the Department of Education's new financial system in September. The reporting in this section covers our previous system of financial management and the new system. The first table shows a summary of the school finances from 1 December, 2015 up to 4 September, 2016.

The school canteen is privately leased and the rental received is included in the school and community sources. Funds spent on teacher professional learning is included in expenditure in tied funds.

Income	\$
Balance brought forward	225 283.80
Global funds	163 701.92
Tied funds	213 885.73
School & community sources	93 283.82
Interest	3 633.82
Trust receipts	5 689.65
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	6 846.01
Excursions	6 593.60
Extracurricular dissections	19 350.81
Library	1 546.92
Training & development	0.00
Tied funds	162 305.00
Short term relief	33 172.98
Administration & office	33 102.48
School-operated canteen	0.00
Utilities	25 361.97
Maintenance	36 651.99
Trust accounts	7 218.52
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the following financial summary table includes reporting of the school's finances from 5 September 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	429 648.65
(2a) Appropriation	381 520.94
(2b) Sale of Goods and Services	5 244.95
(2c) Grants and Contributions	41 893.29
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	989.47
Expenses	-167 496.92
Recurrent Expenses	-167 496.92
(3a) Employee Related	-87 692.87
(3b) Operating Expenses	-79 804.05
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	262 151.73
Balance Carried Forward	262 151.73

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.

The third summary table shows a summary of the school's equity funding received and includes teacher and school learning and support officer salaries in some areas.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 991 919.75
Base Per Capita	15 473.60
Base Location	0.00
Other Base	1 976 446.15
Equity Total	228 391.26
Equity Aboriginal	5 807.56
Equity Socio economic	53 503.43
Equity Language	34 889.40
Equity Disability	134 190.88
Targeted Total	29 875.90
Other Total	56 451.07
Grand Total	2 306 637.98

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

School-based assessment

A standardized reading and spelling test is administered to all students across the school at the end of each year. Results are collated and analysed to measure student and school progress and gain.

Even though our NAPLAN results have been variable, across our school 80.5% of students are achieving at or above expected age level in reading. Some grades have more than expected number of students below expected age level. We will continue to maintain our focus on reading to ensure that our overall reading results continue to improve.

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 <http://www.myschool.edu.au> and insert our school name in the Find a school box and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent survey

Nine parents responded to the survey conducted at Lynwood Park of the community. Responses indicated that the school is well regarded and is a safe, respectful learning environment. Most parents agreed that the school is safe and their children learn, however some parents indicated they would like to be notified of and included in more events.

Our parents consider the school to be well-resourced. However, there are areas of improvement that have been identified by the community. These are more technology/ICT resources and more extra-curricular activities. These areas are being addressed through the school and parents and citizens' committee.

The survey also showed that the community believes that the staff are approachable and events are varied.

Overall, the community, according to the survey, feels that Lynwood Park Public School offers a range of educational activities in a safe and respectful

environment. The community also believe that development in all areas should continue, such as in the areas of technology, creative arts, academic projects and classrooms.

Student Survey

The students survey was conducted across Years 3–6 and presented with similar results from most questions asked. The students all responded with answers stating that they feel the teaching/learning, expectations and interactions amongst peers is interesting, worthwhile and beneficial. The vast majority of children also showed that they enjoy extra-curricular activities, feel safe at school and the well-being policy is adhered to by the teachers.

Overall, the vast majority of students showed that Lynwood Park Public School is an environment that is safe, educationally active and full of respectful members. However, some students stated that they need to connect with other peers and teachers in a more proactive manner.

Teacher Survey

The teachers at Lynwood Park were surveyed and the results displayed various areas of attention. The vast majority of teachers (98%), stated that they feel that their teaching is usually supported through opportunities for improvement and professional development. However, staff feel that they need more time to interact with colleagues and complete their workload effectively.

Overall, staff at Lynwood Park Public School state that they feel valued and are well supported in their school environment.

Policy requirements

Aboriginal education

The school provides programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia and to provide support for our small number of Aboriginal students. Our school assemblies and formal occasions include an acknowledgement of the land. Personal learning plans have been implemented for all our Aboriginal students.

Multicultural and anti-racism education

Cultural diversity is celebrated and included in curriculum areas through class studies of other nations, cultures and religions in HSIE, creative arts and literacy. Celebrations and religious holidays are also studied as a part of the HSIE key learning area.

The school welfare policy ensures an inclusive school community and a racism-free learning and working environment. Class teachers are aware of students in their classes who are from non-English speaking backgrounds and in collaboration with the English as an

Addition Language /Dialect (EAL/D) teacher, plan learning experiences that meet the specific learning needs of their students.

Our school has a trained Anti-Racism Contact Officer(ARCO). In 2016, there were two referrals to our ARCO officer. This is a result of the strong teaching and learning programs that are culturally inclusive and develop a positive understanding of cultural, linguistic and religious difference.

Lynwood Park Public School celebrated Harmony day during March. Students wore clothing to represent their cultural heritage and discussed the message of Harmony day in their classrooms.

Other school programs

Lynwood Park maintains a strong commitment in providing its students with a variety of learning opportunities for its students. We pride ourselves on the outstanding experiences that our extremely dedicated and talented teachers are able to provide for each and every student.

Arts

Our recorder group performed at the Sydney Opera House as part of the Festival of Instrumental music in August. They also performed at the school fete, at Westpoint Blacktown during education week and at various assemblies. Our choir performed at our ANZAC assembly, at the Blacktown Music Festival as well as our education week and presentation day assemblies. Our Stage 1 and Stage 2 dance groups both performed at Westpoint Blacktown in education week and at our education week and presentation day assemblies. The Stage 3 dance group enthused the audience at the Blacktown Music Festival in September. They also performed at our school fete and at our education week and presentation day assemblies.

Sport

Enthusiastic students from Years 3–6 participated in our school swimming carnival in February with Macarthur sports house winning. Twenty–three students represented our school at the zone swimming carnival, competing against twenty–one other schools. Our students put in a great effort against some very strong competition in the various events. Congratulations to Liam 3/4M, Charlie–Rose 5/6G and Adrian 5/6O who made it to the Area Swimming Carnival at Homebush and gave their best in their events.

Fifty students from Years 2–6 successfully completed two weeks of intensive swimming lessons at Seven Hills early in the year. In Term 1, our students in Years 3–6 participated in a soccer play project and Term 3 saw the Jake Doran Charity Foundation run an amazing Sports Charity day at the school which included ambassadors from cricket, aussie rules, soccer, netball, softball and mental health agencies providing great activities for our students.

Our school cross country carnival was held in May, with Lawson sports house winning. Thirty–seven students represented our school at the district cross country carnival, with our competitors putting in good efforts.

Our school athletics carnival was held in our school grounds for all students in August with Wentworth taking out the champion house. The 5–7 year olds rotated through a variety of activities, encouraged by parents, friends and relatives. The 8–12 year olds participated in the various athletic events. Many fine performances occurred on the day and resulted in a team of 38 students selected to represent our school at the zone athletics carnival. Koby of 5/6G qualified for the shot put and high jump events at the Sydney West Area Athletics carnival held in September at Blacktown International Sports Park and put in his best effort as always.

Our PSSA teams competed in the sports of cricket, softball, netball and soccer. Our PSSA boy's softball team played consistently well throughout the season and were runners up in the weekly PSSA competition. Riley of 5/6G was selected as a member of the Wentworthville / Seven Hills PSSA Zone 11 yrs boy's rugby league team which participated in the state knockout competition.

Public Speaking

As part of the talking and listening strand of English, we encourage students to speak in front of their peers, demonstrating appropriate volume, clarity and expression. During term two, our school held a poetry recital competition and in term four, a public speaking competition.

In the poetry competition, each class chose two students to recite a poem at an assembly, then one student from each grade was chosen to recite at a K–6 assembly. The standard of recital once again was very high. Our grade winners were: Kinder – Aliah KG and Jessie KDM, Year 1 – Thrishaa 1/2T, Year 2 – Joanne 2D, Year 3 – Jelena 3/4B, Year 4 – Daniel 4/5B, Year 5 – Nicholas 5/6G and Year 6 – Hayley 5/6O & Miles 5/6S.

The grade finalists for our school's public speaking competition were: Kinder – Lily KDM, Year 1 – Musa 1/2T, Year 2 – Kaylen 1/2T, Year 3 – Larissa 3/4M, Year 4 – Angus 4/5B, Year 5 – Nicholas 5/6G and Year 6 – Adrian 5/6O. The standard of public speaking from K–6 continues to improve and we are proud of the students' achievements.

Debating

Debating camp assisted our debating team who had huge success in each round of the district competition. None of our team members had ever formally debated before, and they were excited and proud to have successful debate wins to make their way into the grand final. They were runners up to the more experienced Marayong PS debating team in a very close grand final debate.

Premier's Spelling Bee

Four of our students represented Lynwood Park at the regional final for the Premier's Spelling Bee at Doonside Public School in September. In the Junior Division our representatives were Jelena (3/4B) and Angus (4/5B) with Angus being a fearsome competitor right to the final round where he became runner-up of the competition. Angus received a prize of a Macquarie dictionary and thesaurus for his fantastic efforts. Both Connor (5/6G) and Thomas (5/6O) competed admirably in the Senior Division where the level of competition was high. All students were excellent representatives for our school and we are proud of their great achievements.

Enrichment

The Blacktown Learning Community (BLC) is a group of 25 schools focused on improving student engagement. SHARING is a program provided by the BLC which provides an enriched curriculum experience to students who have demonstrated special talents and interests at school. The SHARING program provides participants with an opportunity to experience a stimulating and challenging program with like-minded students from different schools. In August, twenty of our students attended one day courses in a broad variety of areas.

Also in August, six students from Stage 3 attended this year's Mind Marathon challenge at East Hills Boys High. The group was involved in various challenges with questions on a variety of topics. Our students were one group of approximately 40 groups of students and this set the scene of fierce competition amongst the many students attending. The staff and students from East Hills Boys High provided and organised a program which ran to a tight smooth schedule. Well done to Miles 5/6S, Yasser Arafat 5/6S, Sam 5/6S, Nicholas 5/6G, Connor 5/6G and Blake 5/6O. All our students were enthusiastic and earned our school a good name.

Paint it Up! is a fun, creative activity where students can release the artist within. Paints, brushes, aprons and canvas were provided for twenty-five budding Stage 3 artists who went through the process of creating their own masterpieces in June. Our students enjoyed grabbing a brush and creating a masterpiece memory.

The Science curriculum aims to foster students' sense of wonder and expand their natural curiosity about the world around them in order to develop their understanding of, interest in, and enthusiasm for science. With that in mind, we held a science day in September where we could engender excitement and enthusiasm in science by providing hands-on experiences for all our students from K-6. It was a huge success and our students had a wonderful time exploring, testing and measuring.

Peer Tutor Reading

Peer Tutor Reading operates as an additional literacy support program for selected students. The Peer Tutor

Reading Program ran for another successful year. Students who require extra reading time are assisted and monitored by trained senior students. Teachers supervise this program four mornings a week and students apply the MULTILIT reading strategies.

This program requires all the students, both readers and tutors to show punctuality, as well as a commitment to the program and each other. A respectful attitude is evident as they participate. Not only do the readers benefit from this program, but tutors also further develop leadership qualities showing care towards their fellow students. This program successfully continues because of the commitment of our senior students and the rapport they have with the younger children.

Reading Recovery

Reading Recovery is an early intervention program designed to accelerate literacy learning for students who are experiencing difficulties in Year One. Lynwood Park Public School offered this valuable program to nine students in 2016. Each student attended a 30-minute daily lesson for 20 weeks, which is designed to meet the individual literacy needs of each student. Participating students made considerable growth in their reading behaviours and in their understanding of how texts work.

Student Leadership

Our school fosters student leadership and provides many opportunities for growth of their skills. The student parliament worked under the guidance of our stage 3 teachers in 2016. Our student leaders take on many weekly responsibilities that contribute to our daily school functioning. They acted as buddies for our kinder students at the beginning of the year and they welcomed our new kindergarten students for 2017. They also assisted in welcoming guests to our school. Our leaders attended a leadership day at Longneck lagoon in March. In term 3, our senior students were trained as peer support leaders. They then successfully led activities for small groups of students across the school each week, as they focussed on being 'stronger together'.

Student Wellbeing

A safe and secure environment is fostered for students at Lynwood Park Public School. The general behaviour of the majority of students across the school is excellent. Our school implements Positive Behaviour for Learning (PBL) as an integral part of the student wellbeing policy.

Our expectations are reinforced regularly with students. Students continue to earn pride paw tokens and earn merit awards that lead to bronze, silver and gold awards. This year we introduced a platinum award for students who consistently follow the school's expectations. In addition, those students who consistently follow our school expectations each term, participate in a PBL reward day. This year the reward days consisted of 30 minutes extra play or a disco.

Class lessons from K–6 focussed on social skill development and in Term 2 most of our students participated in resilience and strength activities as part of the Rock and Water program. Targeted students participated in additional weekly Rock and Water activities and our Bob the Builder group have completed many community projects such as painting furniture, making scarecrows for the vegetable garden and making new boards for sponge throwing, which were used at Year 6 Gala Day.

Gardening Club

In 2016, we had three groups working to look after our ever growing gardens. It has been wonderful to grow so much and to learn about what is needed for plants to thrive. We have been able to harvest tomatoes, lettuce, strawberries, snow peas, capsicum, chillies, kale, cabbage and rhubarb. Students waited with excitement as potatoes grew, our fruit trees blossomed and the passionfruits ripened on a thriving vine. Students were able to take home samples from the garden and it was lovely to hear that parents used these when cooking at home. In school, we made a cabbage into coleslaw and stewed some rhubarb with apples and ate it with custard. It was the first time some students had tasted these products.

We are extremely grateful to our P & C for obtaining a grant for a water tank that was installed during October. The tank was linked to the existing water tank which collects rainfall from the Hall roof. The water from the Hall tank wasn't able to be utilised, but now can. This allows us to more successfully water all the garden beds so that the plants survive our hot weather conditions. We received this grant from Suez, a company that is eager to assist groups with projects for sustainability. In 2017, we will again invite students to participate in the three garden groups and it is wonderful to have students already asking if they can join the club. Many thanks to Mrs Dunlop, Mrs Davis and Miss Gross for operating the garden club groups each week. They have enjoyed teaching the students about where food comes from and how to grow things themselves.

Excursions

Students across the school were involved in a number of exciting excursions and talks in 2016 to enhance their learning. Excursions supported units of work studied and saw K–2 visit the Opera House in Term 2 to attend the Primary Proms concert. In Term 3, our K–2 students explored Taronga Park Zoo as part of their learning. Stage 2 travelled to Penrith Lakes Environmental Education Centre as part of the history unit they studied and Year 4 visited the CARES bike safety centre to practice their skills on the centre's road system. Stage 3 had a wonderful time visiting the Point Wosloncroft sport and recreation centre on beautiful Lake Macquarie during Term 3. They enjoyed archery, high ropes, the big swing, canoeing and the wombat hole.

Informative talks in 2016 included a graffiti awareness talk for S3; a responsible pet ownership talk for Kindergarten; dental health checks and talks for Yrs K,

2, 4 & 6 and a peer pressure talk for S3.

Special Events and Shows

Once again our year was filled with many special events and shows. In term one, there was Clean Up Schools Day, Harmony Day, the Being Brave Show, our ANZAC day assembly and our fun-filled Easter Hat parade. The P&C once again held a highly successful fete in March to raise funds towards beautifying our school.

Term 2 saw our first Mother's Day breakfast well attended by many happy mums and their children. Our fantastic book fair had lots of great buys and the P&C mufti day saw students and staff arriving at school still dressed in their pyjamas. The sun shone upon our Olympathon as students participated in various Olympic-type activities.

Term 3 is always busy and we enjoyed The Camp Quality Puppet Show, and fed many dads at our Father's Day breakfast. During Education week friends and visitors came into our classrooms and enjoyed our fantastic concert. The finale to education week was our P&C winter wonderland disco decorated with many snowflakes. In Book Week, students and staff came dressed as their favourite book characters with many representing favourites from Australian literature to match the book week theme of *'Australia:story country'*.

During Term 4, Stage 3 organised a sports mufti day which provided donations for our annual highlight, the Year 6 Gala Day. This day receives so much support from our community and Year 6 put in a wonderful effort to run a fun-filled event to raise funds for their farewell and gift to the school.