

# Lindsay Park Public School

## Annual Report



2017



4042

## Introduction

The Annual Report for **2017** 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

### School contact details

Lindsay Park Public School

Thames St

Wollongong, 2500

[www.lindsaypk-p.schools.nsw.edu.au](http://www.lindsaypk-p.schools.nsw.edu.au)

[lindsaypk-p.School@det.nsw.edu.au](mailto:lindsaypk-p.School@det.nsw.edu.au)

4229 2487

### Message from the Principal

Our school vision is that every student is happy, healthy, active and engaged in successful learning. Providing the best possible foundations for a life of learning and success is a job for the whole school community and I am thrilled to acknowledge that our achievements this year are the result of our collective work; parents, teachers and students working together.

As I reflect on the year, there are so many stories that highlight the authentic relationships we have within and across our school community that positively impacts on student learning and success. These stories embody a supportive, engaging, inclusive and collaborative school culture that makes me deeply proud to be the Principal of Lindsay Park Public School.

Way back at the beginning of the year, I attended my first swimming carnival here at Lindsay Park. The sun was shining, the smell of hot chips was in the air, parents were cheering, students were trying their best.....and there was one of our parents, in the pool swimming alongside kids urging them to get to the other end. That's when I knew we were all in this together.

This year I have seen our wonderful office staff, Mrs Bond, Mrs Brinton and Mrs Nigro rise to the ongoing demands and challenges of new systems and procedures within their work environment. Everyday there is something new to learn and every day they smile, accept and overcome the challenges presented to them. I am so grateful every single day for their energy and commitment to our students, the staff and our families. Their work strengthens our school.

In Term 3, our preparations for External Validation really started to kick into gear. I was truly inspired by each and every staff member who took responsibility for an area of this submission. This was an opportunity to measure ourselves against a framework of excellence. The collaboration amongst staff was impressive as they gathered and analysed information from students, parents and staff. The positivity around this validation process is a direct result of the collegial, constructive and insightful contributions of everyone involved. Our school is very lucky to have such a highly motivated and caring bunch of teachers, leaders and student support officers to continually strive for student and school improvement and success.

Not all stories across a school year are happy ones, and earlier this year our school suffered terrible sadness in the tragic loss of a student. A vivacious, well-liked young person, Ryan loved everything school had to offer. This news rocked our community. It is not something anyone could ever prepare for or expect. But, I was so incredibly touched, grateful and proud of the way our students, staff and families rallied to support one another through this time of grief. It epitomised the authenticity of genuine care that our school community is so good at and showed that when we support each other it can carry you through even the saddest of circumstances.

The last reflection I want to share is of course the Country Fair – what better way to encapsulate the spirit of our school

at its best. I was overwhelmed by the generosity of our families and local businesses. I want to acknowledge the incredible commitment of time by the organisers and volunteers. The contribution from Stage 3 students in Sideshow Alley was the icing on the cake.

As we reflect on and bring the 2017 school year to a close, I would like to sincerely thank a number of staff moving onto new chapters. Mrs Ingrid Sernig commenced her retirement earlier this year after 38 years serving public education. We are deeply grateful for her passion, care and outstanding teaching practice throughout this time. Mrs Dianne Guy also retired earlier in the year after 19 years in public schools. Her legacy remains in the murals and photos around the school.

We also farewelled Mrs Tanja Brglevski as she left us several weeks ago to have her baby. At the end of this year, we will say farewell to Mrs Ezeanowai as she heads back to her teaching position at Villawood North Public School. We thank them sincerely for their time and energy investing in our students in the classroom, and with their wellbeing.

I feel very privileged and proud to lead Lindsay Park Public School. There is much for which we can be proud. We've earned the right to hold our heads high, applaud our successes and celebrate excellence at our school.

Mrs Jacqueline Conway – Principal

### Message from the school community

2017 has been a challenging and exciting year for the Lindsay Park Public School P&C. Our strong sense of community was obvious in Term 1 when we rallied together to support Ryan's family and each other. Together we provided them 4 meals a week for 10 weeks and made a financial contribution to the family. Recently we also made a financial contribution to the Arnold family.

We have held a number of school community events across the year including the Inaugural 'Tea and Tissues' morning for new Kinder parents, Welcome BBQ, Farewell to Mrs Sernig and Mrs Guy, Cross Country Refreshments Stall, Grandparents and Easter Hat Parade morning tea, Election BBQ, the Fantasy Disco and of course the Country Fair. Other Fundraising activities have included the Easter and Christmas Raffles; Mother's Day, Father's Day and Christmas Stalls; Kinder Parent Orientation Session refreshments, School working bee, and a Bunnings BBQ. This year to date, the P&C has raised approximately \$ 23,000, with funds contributed to purchasing sun cream for every classroom, parking zone signage, new Readers and L3 resources, Laptops, USBs for all Year 6 and new school signage. Thanks to the Scholastic Book program under the coordination of Mrs Schott, our school has spent around \$3000 on new books for the library.

We continue with our 3 subcommittees – The Uniform Shop, Canteen and Auxilliary. Special thanks to Mrs Benten, Mr Davis and Mrs Johnson for Coordinating these groups. The P&C also appoint a parent representative on Staff Recruitment panels, thanks to Mr Kiely for fulfilling this role; and representatives on the Out of School Hours Care tender panel – thanks to Mrs Santarelli and Ms Pestana for their time and contributions.

The P&C is reliant on the assistance of our school support staff, Mrs Bond, Mrs Brinton, Mrs Nigro and Mr Lohead. They print and circulate P&C notes, collect information for us and help with other odd jobs. We would also like to acknowledge our amazing teaching staff and the leadership of our Principal Mrs Conway, thanks for your passion and investment in creating a successful and supportive learning environment for our children.

Personally I would like to thank all who attend P&C meetings, for your time, interest in our school and for your valuable contributions. Special mention to the P&C Executive for all your efforts behind the scenes: Secretary Mrs Martiniello, Treasurer Mr Benten, Events Coordinator Mrs Davis and Country Fair Coordinators Mrs Morris and Mrs Schott. On behalf of the P&C, I would like to acknowledge and thank all parents who contribute to events and fundraising activities. It is certainly a team effort.

Lindsay Park Public School has a wonderful community and we should be proud of our achievements in 2017. Let's continue to work together in 2018 to ensure Lindsay Park Public School remains a strong, supportive and vibrant place.

Mrs Kerry Morrison – 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 2017 there are 16 classes with an enrolment of approximately 412 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning**, our school is primarily Sustaining and Growing across the elements. We have previously assessed ourselves at a higher level in some elements. Through the involvement of all staff in the collection, annotation and analysis of evidence and a greater understanding of the School Excellence Framework, this year we are in a more informed position to make accurate judgements with a clear vision for future school improvement. The element of Learning Culture synthesises Strategic Direction 1, 2 and 3 of our School Plan 2015–2017. The powerful link between engagement and learning, along with positive and respectful relationships across the school that drive educational aspiration and ongoing performance improvement is evident across all of our data sets. The commitment by all staff to strengthen and deliver on the school's learning priorities through professional learning, collegial discourse, lesson observations and most importantly investing in positive relationships has resulted in a school that has students and learning as its focus. In this element we are Sustaining and Growing. In the element of Wellbeing, our evidence supports a judgement of Sustaining and Growing against the School Excellence Framework. The students at Lindsay Park are connected to learning, to each other and to teachers through a personalised, positive and respectful approach. The implementation of the recommendations from the 2016 Learning Support Team Evaluation has provided a framework for improvement. Students are engaged and motivated, positive about learning and care for themselves and each other. Our milestone monitoring document details our intention to evaluate the school wellbeing procedures aligned with the Wellbeing Framework and the School Excellence Framework, however this milestone has been delayed. It is expected that the findings and recommendations from this evaluation will enable a whole-school approach to wellbeing moving into 2018. We have provided three Evidence Sets that articulate our judgement against the School Excellence Framework in the element of Curriculum and Learning. Evidence Set One, Four and Six provide a snapshot of our developing whole-school approach to quality teaching, curriculum planning and delivery and assessment. Our teachers collaboratively plan learning, differentiate lessons, provide a broad curriculum and ensure transitions are effective. We do all this primarily from a stage perspective. Our future directions involve the development of school-wide policies, programs and processes to support all teachers to implement an integrated curriculum, aligned with consistent assessment practices. In this element, we are Sustaining and Growing. Evidence Set Two and Three provide insight into the school's assessment and reporting practices. The implementation of a school-wide approach to reading pedagogy has enabled a deep discourse and quality of practice around the collection and use of assessment data at our school. In previous years, all teachers were required to enter PLAN data every term; however, there has been varied use of this information that directly impacts teaching and learning across classrooms. This year however, through the implementation of Language, Learning and Literacy (L) and Focus on Reading (FoR) all teachers analyse their reading data every 5–10 weeks. The provision of Quality Teaching, Successful Students (QTSS) sessions has enable teams of teachers and leaders to consider where

students are at in their learning, how they know and what they need to do next. There has been considerable shift in the performance results for reading across the early years with many students already achieving well beyond grade expectation for the year. The introduction of visible learning strategies into classrooms has also helped to develop assessment 'for' and 'as' learning, rather than a focus on summative assessment. The improvement in pedagogical practices has not only been evidenced in improved reading results, it has also prompted us to revise the Semester Student Report to parents to include personalised information about areas for student growth, which are specific, measurable and achievable. We have judged ourselves to be Sustaining and Growing in the Assessment and Reporting element of the School Excellence Framework. Students at Lindsay Park are well-represented in the top two bands of NAPLAN Reading and Numeracy assessments, well above the state mean in Years 3, 5 and 7. The Value Added Scout Reports indicate we are Sustaining and Growing across K–5 and Delivering across Years 5–7. We are now using internal data collection, such as PLAN more consistently to enable us to track our achievement and growth internally, rather than only looking at NAPLAN. A future focus for our school is value adding. We want to know that a student has made at least a year's worth of growth for a year's worth of teaching. This is something we will be tracking closely in our next planning cycle. It is for this reason that we have concluded we are Delivering on the survey against Performance Measures, rather than Sustaining and Growing.

In the School Excellence Framework domain of **Teaching** we are Sustaining and Growing. In 2017 our school plan was revised based on 2016 evaluations to become more aspirational and focused on improving student learning outcomes. As a result there has been a strong focus on professional learning for all teachers in evidence-based pedagogy. In the element of Effective Classroom Practice, we have made a judgement of Sustaining and Growing against the School Excellence Framework. The breadth of our evidence proves a commitment to understanding and implementing the most effective teaching methods, particularly in Reading for 2017. Teachers talk to students to determine how successful their teaching has been. We are gradually implementing Learning Walks into our practice, to get feedback from students about what they are learning, how they are going, how they know, who they can ask for help and what their next learning goal will be. All teachers are implementing personal writing goals in their classrooms as well as L3 or FoR pedagogy which embeds explicit, specific and timely feedback to students on how to improve. This pedagogy will be applied to numeracy in the next planning cycle. Data collection and analysis is becoming more systematic at Lindsay Park to inform student, class, stage and school-wide achievement and progress. The involvement of the entire staff in this year's evaluation process has strengthened teacher's understanding of the way assessment data can be used to inform school directions. Presently, assessment data is used effectively to understand the learning needs of students and to communicate this to parents. A future professional learning focus on evaluative tools and processes is required to ensure that the information we collect as a school is relevant and provides insight into the impact of our work, rather than simply evidence of us doing the work. The judgement against the element of Data Skills and Use is that we are Sustaining and Growing. In the element of Collaborative Practice, we are Sustaining and Growing. This is an area that has been a strength at our school for some time. Stage teams work effectively and in collaboration to ensure a consistent approach to teaching and learning. The evidence provided in Evidence Set One, Four and Five demonstrates effective collaborative practices around planning, teaching, providing feedback and coaching and mentoring to sustain quality teaching practices. The introduction of QTSS coaching and mentoring sessions this year has been instrumental in deepening the conversation about quality teaching and seeing a real impact back in classrooms and in student learning outcomes. The teacher facilitators of FoR have been provided a platform to share their expertise, whilst developing their capacity to lead improvement and change across the school. Lesson observations in various forms are embedded in our practice to ensure we have access to planned, constructive feedback to improve teaching practice. The element of Learning and Development in the School Excellence Framework has really been a key driver for our school in 2017. Professional learning, aligned with the school plan and directly linked to the impact on teaching and learning outcomes has been at the forefront of our school improvement this year. This is detailed in Evidence Sets Two and Five but the flavour of this element runs through our entire evaluation. Teachers at Lindsay Park want to make a significant difference for every student and they are actively engaged in improving teaching methods in literacy through professional learning. The learning culture across the school is very positive, with teachers sharing their learning with colleagues and evidencing it with achievement data. The focus on reading pedagogy and visible learning strategies has laid a platform to apply this learning across other areas of the curriculum. Aligned with a strong performance and development culture at our school there is a developing understanding of the Professional Standards element in the School Excellence Framework. All staff are committed to their ongoing development as evidenced in Evidence Set Five and Seven and effectively embed the standards into their professional learning goals as part of the school's performance and development processes. Teachers enjoy a sense of shared vision as they work towards mutually agreed school, stage and personal goals that helps to drive and reflect on their learning. Professional development is aligned to school planning making it relevant and meaningful for all staff. We have made a judgement of Sustaining and Growing in the element of Professional Standards in the School Excellence Framework.

In the School Excellence Framework domain of **Leading** our school is Sustaining and Growing. Evidence Sets Three, Five and Six articulate the evidence we have used to inform this judgement. Along with professional learning for all teachers in evidence-based pedagogy, building effective leadership has been a vital component of our school plan in 2017. We have a strong school community with very engaged parents who often come to the school to see their children 'in action'. The importance of consulting with our school community around the development, implementation and evaluation of the school vision and strategic directions is a key focus for continuous school improvement. In the element of Leadership, we are Sustaining and Growing. Evidence Set Three demonstrates our focus on building leadership capacity, succession planning and organisational best practice. Our school community is very supportive of the teachers and students and as evidenced in our evaluation data; they are happy with the performance and achievement of the

awhole. The data gathered from the Tell Them From Me student, staff and parent surveys align closely with the feedback provided through the What Works Best Reflection Tool, providing our school with a clear vision moving into the next three years. The learning culture and community engagement at Lindsay Park is positive and respectful and the next steps for us is to clearly communicate our targets in the next planning cycle to ensure we can celebrate sustained, whole-school improvement. This year, we made significant changes to our school plan to ensure it was at the centre of everything we do at Lindsay Park Public School. We wanted our improvement measures to be aspirational and have a measurable impact on student learning. The evidence provided through our evaluations support a judgement of Delivering against the element of School Planning, Implementation and Reporting in the School Excellence Framework. The learning from Dr Simon Breakspear has been to focus on a few things and do them really well. The evaluation for 2017 provides evidence around improved pedagogy, student learning outcomes and school leadership. We will be successful in achieving most of our three-year improvement measures in our 2015–2017 School Plan. We will continue to draw from an evidence base to plan, implement and evaluate school planning annually. We are committed to ensuring that our whole school community share the school's vision and strategic directions moving into the School Plan 2018–2020. School planning is underpinned by strategic use of school resources. Physical and financial resources are aligned with the school plan and effectively managed to ensure that key school initiatives are enabled. In 2017, our school undertook a significant change in the systems we use for financial and student management. We are in the process of developing our understanding of the reports and tools available within this package to make financial management more efficient. We have also developed our own tools to assist in the management of human resources and their alignment to funding. Flexible learning spaces for students and staff is a key focus for our school moving into the next planning cycle. The evidence gathered in 2017 supports our judgement of Sustaining and Growing against the element of School Resources. In the element of Management Practices and Processes we are Sustaining and Growing. Evidence Set Three and Six outline the basis for this judgement. The school leadership team have been developing their capacity to lead whole school improvement and change, underpinned by evidence. The external validation process was timely for us as a leadership team and a school, to conduct a thorough evaluation of our systems, structures and processes that will lead to ongoing school improvement. We are developing structures that provide a framework for whole-school success, sustainability and improvement.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

During 2017 Lindsay Park Public School implemented a range of strategies to ensure that individual student achievement and continual student, teacher and school improvement is the driver for all teaching and learning experiences. K–2 teachers were trained in the Language, Learning and Literacy (L3) pedagogy and implementation occurred throughout all K–2 classrooms. Teachers were involved in professional learning workshops, lesson observations, feedback and support as well as continual collegial support around the collection and analysis of data that informs their teaching. In the 3–6 classrooms, Focus on Reading was provided as the vehicle to enhance pedagogy in literacy development, particularly around reading comprehension and the literacy block. The teaching and learning cycle, including assessment, planning, teaching and evaluating forms the basis for quality, differentiated instruction. This training is a two–year commitment, as is L3. The other significant professional learning our staff took part in was Visible Learning strategies that assist in developing assessment for learning practices that personalise and differentiates learning for students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students will be rated as achieving year appropriate clusters or better for Reading and Numeracy, with 20% of students achieving above expected levels.	L3 training for 7 teachers \$32 000  (\$13 118 Literacy/ Numeracy Initiative)  (\$10 000 Beginning Teachers Support)  (\$8 882 Professional Learning)  Focus on Reading Training for 12 teachers  (\$5000 Professional Learning)	PLAN data indicates that we met our target of 80% of students achieving year appropriate clusters or better in Reading for Kindergarten (94%), Year 1 (86%), Year 2 (82%), Year 5 (88%) and Year 6 (88%). Our target of 20% of students achieving above expected levels in Reading was achieved by Kindergarten, Year 1, Year 2, Year 4 and Year 6.  We met our 80% of students achieving appropriate clusters or better target in Numeracy for Kindergarten, Year 1, Year 2, Year 3 and Year 4. Our target of 20% of students achieving above expected levels in Numeracy was achieved by Kindergarten, Year 1, Year 2, Year 3, Year 4 and Year 6.  Our strong PLAN data is supported by our NAPLAN results, as evidenced later in this document.
Quality teaching practices with a focus on visible learning and differentiation is evident in all classrooms.	Casual release for lesson observations and feedback \$3000 (Professional Learning)  Purchase texts for staff to support visible learning strategies – Revisit, Reflect, Retell and Outstanding Formative Assessment: Culture and Practice \$4822 (Professional Learning)	Visible Learning has become a priority in all classrooms, with all classroom teachers using Visible Learning in at least one Key Learning Area. Over a period of approximately 18 months, there has been a considerable increase in teachers frequently using Visible Learning in their teaching as evidenced in lesson observations, feedback and reflection and documented in teaching programs. Students are becoming more self–directed learners as teacher expectations are clearly identified. Students are becoming increasingly confident at self–assessing and peer–assessing work, as evidenced by learning walks and the Tell Them

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality teaching practices with a focus on visible learning and differentiation is evident in all classrooms.		From Me Survey. Teachers are using Visible Learning strategies as a tool to inform future decision making and implementing strategies such as Bump It Up Walls and Writing Goals to effectively plot student data on PLAN. The evidence of Visible Learning in classrooms demonstrates that we are delivering in the areas of Learning Culture, Effective Classroom Practice and Data Skills and Use. Teachers are becoming more confident in using these Visible Learning strategies to monitor, plan and assess student learning across the curriculum.

## Next Steps

- Continue training in L3 and Focus on Reading pedagogy.
- Conduct Mathematics evaluation and refine pedagogy.
- Expand on the use of assessment for learning strategies and refine our whole school approach.
- Consistent teacher judgement in literacy and numeracy.
- Professional learning in use and implementation of the Learning Progressions, to be released in 2018.
- Data focus on Value Add in literacy and numeracy.





## 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

At the heart of Lindsay Park Public School is a culture that is based on relationships. The school consistently implements a whole-school approach to wellbeing. The school implemented the recommendations from the Learning Support Team evaluation, with particular focus on support moving back into classrooms and documented through Individual Learning Plans that were active and reflected upon regularly. A coordinated approach to how the Learning Support Team operates was embedded, with structured meetings, communicated referral processes, record keeping and defined roles within the team. School Learning and Support Officers developed their own Performance and Development Plans and were involved in a range of professional learning opportunities to support their goals. Staff regularly seek feedback on student learning and progress and are developing their knowledge and understanding of assessment for learning strategies. Lindsay Park Public School was validated at Sustaining and Growing across 12 out of 14 elements of the School Excellence Framework, including Learning Culture and Wellbeing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Respectful relationships and responsive engagement of all staff and students has led to a heightened level of positive learning outcomes.	Professional Learning around student mental health and wellbeing \$3500  Additional Learning and Support Teacher \$33 700  (Flexible Funding for Wellbeing Services)	LPPS is considerably below the state's average when it comes to suspension and expulsion rates. This positive result is due to the consistent respectful manner in which all staff relate to the parents, students and to each other.  Tell Them From Me Student surveys indicate an increase in the percentage of students indicating positive social/ emotional outcomes from 2016 to 2017 across a range of aspects. The Tell Them From Me survey indicate parents feel informed, welcomed and that the school support positive behaviour, learning and safety at school. The Tell Them From Me survey completed by staff indicates that our school has maintained a high score, greater than the state mean against Learning Culture, Inclusive School and Parent Involvement within the Eight Drivers of Student Learning.
Coordinated approach to individual students by Learning Support Team and Learning Support Officers.	Appoint School Learning and Support Officers  \$76 019 (Equity Loadings Funding)  \$13 839 (Aboriginal Background)	NAPLAN growth data for students in Year 7 shows a sustained increase in the number of students achieving at least expected growth in Reading and numeracy over the last three years. The average percentage of students in Year 3 and Year 5 achieving the Premier's Priority of achievement in the top two bands in reading and numeracy is 45.63%. From 2016 to 2017, there was between a 2% and a 10% increase in the number of Year 5 students achieving in the top 2 bands in Reading, Spelling and Grammar and Punctuation. In Year 7, there was between 4% and 10% increase in the number of students achieving in the top 2 bands in Spelling, Grammar and Punctuation and Numeracy.  Individual Learning Plans are active documents in every classrooms, reviewed every term and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Coordinated approach to individual students by Learning Support Team and Learning Support Officers.		accessed by classroom teachers, LaST and SLSO to provide coordinated, focused support for student with additional learning needs.

## Next Steps

- Develop short learning cycles in literacy and numeracy for all students, informed by data to improve student learning growth.
- Increase student engagement through a future-focused approach to the curriculum, including upgrading technology, using collaborative tools and embedding an integrated, inquiry approach to teaching and learning.
- Opportunities for students, teachers and parents to collaborate on learning – Parent information sessions for tips on how we teach literacy and numeracy to connect learning at home and at school.



## 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

Consistent, whole-school performance and development practices support all staff in developing effective, evidence-based pedagogy and practices to achieve improvement measures in the plan. QTSS funding has facilitated coaching and mentoring sessions around student achievement and the teaching and learning cycle. Teachers have developed their ability to analyse data and use it to drive teaching and learning. There is a whole school commitment to developing best practice in literacy and numeracy pedagogy and to implementing assessment for learning practices. The depth of conversations during QTSS sessions is having a direct impact in classrooms as teachers reflect and make informed decisions about student learning and their teaching. The leadership team has maintained a focus on continual school improvement, despite several changes during the school year. Explicit roles and responsibilities have been developed and there are a number of teachers who have identified through their work and the PDP process that they have aspirations for leadership roles. Communication across the school has been enhanced through QTSS, Stage and Staff meetings.

Students have an authentic voice and contribute to the positive learning and wellbeing culture in the school through SRC, school debating, representation across a wide range of sports, Showcase, Academically Gifted class, Maths Olympiad and this year we have had several students pursue altruistic fundraising initiatives.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Leadership teams actively communicate and embed the school vision across the school.	Executive Planning Days \$6000 (QTSS Funding)  Data and planning days sessions for teachers and leaders \$52 000 (QTSS)	The school mean for Leadership from the Tell Them From Me teacher survey was above the state mean. There was an increase in scores for school leaders helping to create new learning opportunities for students, helping teachers improve their teaching and creating a safe and orderly learning environment.  All teachers have PDP goals that are aligned to the strategic directions in the school plan.
Lindsay Park students actively contribute to the school through meaningful opportunities and responsibilities(e.g. SRC; student leadership teams).	AG Class \$3000, SRC \$1000, Public Speaking and Debating \$1000, Representative Sport \$3000, Curriculum Committees \$5000 (School Operational Funding)	Students at Lindsay Park Public School actively contribute to extra-curricular activities that provide opportunities for students to demonstrate skills, leadership, resilience and responsibility.

#### Next Steps

- Systematic approach to collecting evidence to show impact of teaching and learning programs.
- Use evaluative tools strategically throughout the year.
- Authentic consultation with our school community around school planning and evaluation.
- Utilise the School Assessment Tool – Reflection Matrix to provide a framework for ongoing improvement in family and community engagement.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$13 839	<p>Support for students to achieve their goals on their Individual Learning Plans.</p> <p>Excellent results in Numeracy with 1 out of 2 Year 3 Aboriginal students achieving in the top band in NAPLAN. There were no Aboriginal students in Year 5. In Year 7 Numeracy, 1 out of 2 students achieved in the top 2 bands. Numeracy growth data indicates both Aboriginal students made at least expected growth.</p>
<b>English language proficiency</b>	\$24 118	<p>Consistent tools developed to monitor EALD students.</p> <p>More accurate reporting on the EALD data collection.</p> <p>Support for students to achieve their goals on their Individual Learning Plans.</p> <p>The impact of this funding is individual student achievement of their learning goals.</p>
<b>Low level adjustment for disability</b>	\$24 937	<p>Individual Learning Plans that are active, collaborative and focused on short-term learning goals supported by a coordinated approach by the Learning Support Team.</p> <p>Support for students to achieve their goals on their Individual Learning Plans.</p> <p>The impact of this funding is individual student achievement of their learning goals.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$58 000	<p>These funds provided opportunities for teachers and leaders to strengthen professional dialogue, quality feedback and improved pedagogy.</p> <p>QTSS sessions focused on analysing data, reviewing student learning goals, consistent teacher judgement in Writing, Performance and Development Framework, Visible Learning, lesson observations and feedback and learning walks in classrooms.</p> <p>All PDP discussions with staff indicate these sessions are highly valued and have a direct impact on the quality of practice at our school.</p>
<b>Socio-economic background</b>	\$17 148	<p>Individual Learning Plans that are active, collaborative and focused on short-term learning goals supported by a coordinated approach by the Learning Support Team.</p> <p>Support for students to achieve their goals on their Individual Learning Plans.</p> <p>The impact of this funding is individual student achievement of their learning goals.</p>
<b>Support for beginning teachers</b>	\$13 450	<p>A mentoring culture has been established and we have the start of a learning community within and across our local schools where professional learning, quality teaching and</p>

<p><b>Support for beginning teachers</b></p>	<p>\$13 450</p>	<p>professional dialogue is shared. The two beginning teachers completed their accreditation at Proficient, completed the first year of L3 training and were supported in consistent teacher practices to ensure data is accurate and reliable.</p> <p>The impact of this funding was evident in class programs, contributions across the school, quality of L3 pedagogy in the first year of implementation, development of syllabus knowledge.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>\$22 000</p>	<p>Increased engagement at school with our Arabic speaking families.</p> <p>Effective communication between school and home.</p> <p>Intensive support to develop vocabulary, reading and writing skills.</p> <p>The impact of this funding is individual student achievement of their learning goals.</p>
<p><b>Flexible Funding for Wellbeing Services</b></p>	<p>\$37 200</p>	<p>Appointment of an additional day of Learning and Support Teacher time to support student wellbeing programs. Students referred to the LST with social/ emotional concerns, particularly for anxiety, friendship and self-regulation issues worked in small group sessions on developing strategies through games and role play.</p> <p>KidsMatter initiative focussed on supporting students and their families with mental health needs.</p> <p>The impact is improved Social/ Emotional scores from students on the Tell Them From Me survey as indicated in Strategic Direction 2 table above.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	183	191	212	219
Girls	157	157	175	190

In 2017 our total enrolments have continued to increase due to families moving into the area. We anticipate this increase to ease as we have reviewed our enrolment policy to ensure we can adequately meet the needs of our local community as identified within the school intake zone.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.1	95.2	95.3	94.7
1	94.7	95.4	94.1	94.1
2	95.2	94.2	95	93.5
3	95	96.7	94	94.8
4	95.8	94.1	94.2	93.7
5	93.3	95.4	95	94.3
6	93.6	93.1	93.8	93.4
All Years	95	94.9	94.5	94.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student attendance overall is very satisfactory and above State figures in most grades. The school attendance figures are affected by an increasing number of families who take holidays outside of school holiday times. The school will continue to inform parents and carers of the DoE Policy relating to "Exemptions". The school follows DoE guidelines in

relation to the management of non-attendance at school. Student attendance is closely monitored through daily data entry of absences and regular communication with parents. The school, with the on-going support of the Home School Liaison Officer, aims to support students and their families in relation to regular attendance at school.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.66
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.02
Other Positions	0

\*Full Time Equivalent

In 2017, the Aboriginal composition of our school workforce includes the employment of one teacher and one school administrative staff member.

### 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

Professional learning undertaken by staff throughout 2017 has been aligned to our 3 Strategic Directions, goals identified by staff and mandatory DoE requirements. Professional development has included: L3 training for K-2 staff, FoR training for 3-6

staff, LMBR training for Office staff, leadership development for the executive team and goal setting for all staff which aligns to Professional Development Plans. Mandatory training has included Anaphylaxis, CPR, Child Protection and Health & Safety. All staff have participated in goal setting through the development of Performance and Development Plans. This process involves negotiation of professional goals and mid and end of year monitoring of progress of achievement. The aim of this process is to ensure that teachers continue to develop professionally to maintain a Proficient level. Twelve staff members are currently participating in the accreditation process through the NSW Educational Standards Authority. This will increase in 2018 to include all teaching staff. The aim of this process is to ensure that teachers continue to develop professionally to maintain a Proficient level. The leadership team have continued to support the delivery of quality teaching through class observations and quality feedback.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	128,972
<b>Revenue</b>	3,175,699
Appropriation	3,038,850
Sale of Goods and Services	-6,460
Grants and Contributions	141,376
Gain and Loss	0
Other Revenue	0
Investment Income	1,934
<b>Expenses</b>	-3,170,381
Recurrent Expenses	-3,170,381
Employee Related	-2,878,273
Operating Expenses	-292,108
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	5,318
<b>Balance Carried Forward</b>	134,290

The school finances are monitored through regular budget meetings with priorities and decisions reflecting

DoE policy requirements. *Grants and Contributions* of \$141 376 include payments received for hire of facilities (\$20 000) Canberra excursion (\$32 000) P&C donations (\$20 000) and equipment for students (\$22 000). We also receive approximately \$7000 in voluntary contributions. Donations have been used to purchase new readers and L3 resources, laptops, new school signage and library resources. *Employee Related* expenses refers to staff salaries. Funds carried forward will contribute to the replacement of three interactive panels for classrooms, maths resource tubs for every room, replacement of photocopier and the refurbishment of the school office and the development of a staff learning space.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,582,525
Base Per Capita	59,144
Base Location	0
Other Base	2,523,381
<b>Equity Total</b>	140,986
Equity Aboriginal	13,839
Equity Socio economic	17,148
Equity Language	24,118
Equity Disability	85,881
<b>Targeted Total</b>	124,559
<b>Other Total</b>	123,107
<b>Grand Total</b>	2,971,177

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 NAPLAN results in Reading indicate we had 43% of students achieving in the top 2 bands. 58% were in the top 2 bands for Grammar and Punctuation and 44% for Spelling. There has been a marked decline in the number of students achieving in the top 2 bands across NAPLAN Literacy in 2017. Early intervention in the K–2 years is a focus for us in our next three year plan.

In Year 5, our students performed well above the state, with 59% of our students achieving Proficiency (top 2 bands) in Reading, an increase of 2% from 2016. At proficient level, our Year 5 students performed very well and were well above the state in all aspects of Literacy. 60% of Year 5 students achieved at least expected growth in Reading. Student growth will be a focus in 2018 to ensure all students are achieving their potential.

In Year 7, our students were above state in proficiency bands in all aspects of Literacy except Reading. However, 60% of students made at least expected growth in NAPLAN Reading. A variety of strategies are being implemented in Years 3–6 in 2018 to motivate, engage and personalise literacy learning to address the decline in achievement between Year 5 and Year 7.

The NAPLAN results in Numeracy indicate that 45% of Year 3 students achieved in the top 2 bands (proficiency). This is a slight decrease from 2016 but still higher than the state average. Students in Year 5 also performed better than the state average in the top 2 bands and 49% of students in Year 7 achieved proficiency, an increase of 7% from 2016 and 14% higher than the state average. 51% of Year 5 students achieved expected growth in Numeracy, while 69% of Year 7 students achieved at least expected growth, an increase that has been sustained for the past three years.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The school made progress towards the Premier's Priorities in Year 5 Reading and Year 7 Numeracy.

With regard to the State Priority, 1 out of 2 Year 3 Aboriginal students achieved in the top band in NAPLAN Numeracy. There were no Aboriginal students in Year 5. In Year 7 Numeracy, 1 out of 2 students achieved in the top 2 bands. Numeracy growth data indicates both Year 7 Aboriginal students made at least expected growth.



## Parent/caregiver, student, teacher satisfaction

During Term 3, the school consulted with parents to gather data for the School Plan 2018–2020. The focus was around building school vision, strengths and areas for focus. After analysing the data, we identified a number of trends that informed the School Plan vision and strategic directions. Parents identified flexible learning and innovative learning environments, increased technology, learning through 'hands on' and relevant experiences that promotes exploration, investigation, collaboration and higher order thinking. With regard to school strengths, parents identified that they feel welcome and involved in the school, there is a high level of community spirit and greatly respect and value the Lindsay Park Public School staff.

In 2017, students, staff and parents participate in the Tell Them From Me surveys. The surveys ask participants to rate the school's performance in areas such as learning culture, teaching strategies, inclusive practice, leadership, student participation, positive relationships and involvement in extra-curricular activities.

Student responses indicated the following:

- 91% of students participate in school sports (the Govt Norm is 83%)
- 88% have friends at school they can trust and who encourage them to make positive choices (Govt Norm is 85%)
- 96% believe that schooling is useful in their everyday life and will have a string bearing on their future (Govt Norm is 96%)
- 95% of students display positive behaviour at school (Govt Norm is 83%)
- 94% of students try hard to succeed in their learning (Govt Norm is 88%)
- 8% less students at Lindsay Park feel they have been subjected to bullying, compared to the Govt Norm.

Areas for focus in the next planning cycle include increasing student's social/ emotional wellbeing through interest, motivation and engagement. This also aligns with students wanting more challenging opportunities to



demonstrate their skills.

The responses to the Teacher Survey indicated that our school performed at or above the NSW average in the areas of leadership support, collaboration with colleagues, parent involvement, student assessment data informing practice, incorporating quality teaching strategies into lessons and meeting the learning needs of a diverse range of students. Areas for focus in the next planning cycle include providing more opportunities for teachers to receive feedback from leaders about their teaching practice, strategies to develop consistent teacher judgement, embedding technology across the curriculum and involving parents in the feedback process around student achievement.

Results from the Parent Survey showed that the majority of participants talk with their child's teacher at least two or three times a year about their child's learning. Parents strongly support their child's learning at home, with 82% expecting their child to complete Year 12. Areas for focus in the next planning cycle will be enhancing how we keep parents informed, including how we support student behaviour, social/ emotional development and students with additional learning needs.



## Policy requirements

### Aboriginal education

Aboriginal Education is a key component of the education practices for all students at Lindsay Park Public School. Several key initiatives targeted the support of our Aboriginal and Torres Strait Islander students while others were for all students, regardless of their cultural background. All Aboriginal students have a Personalised Learning Plan (P.L.P.) which helps them to focus on specific areas for improvement. These were developed by classroom teachers and were reviewed in consultation with students and parents. Recognition of cultural identity has been enhanced through the use of cultural perspectives in lessons. NAIDOC Week was celebrated with a whole school programme that allowed all students to celebrate different aspects of Aboriginal and Torres Strait Islander cultures. All students were able to enjoy a wide range of activities which included Bush Tucker, Dreaming Stories, art and crafts and Aboriginal sporting activities. Students took part in the 2017 Reconciliation Day walk which celebrated the fifty year anniversary of Australia's referendum which recognised the right for Aboriginal and Torres Strait

Islander Peoples to vote. Participation in the Illawarra Deadly Awards which recognises the accomplishments of Aboriginal and Torres Strait students.



### Multicultural and anti-racism education

Multicultural education is taught as a mandatory component in teaching programmes across all stages and is embraced by staff as an opportunity to explore the world in all its variety. The annual Harmony Day celebration is testament to this with classes choosing their own area of focus. Students were encouraged to wear traditional clothing from a chosen country, to learn about other cultures and traditions and to even try eating traditional food for another country. This year countries included India, Colombia, Mexico, Thailand and China. The school student body includes a number of students not born in Australia, with countries of origin including China, Indonesia, Thailand, New Zealand, South Africa and Fiji amongst others. The Anti-Racism Contact Officer has maintained training and communicated with staff the policy, procedures and issues relating to anti-racism in the school. Multicultural concepts and inclusivity are embedded in classroom practices, fostering cultural diversity, anti-racism and active citizenship.

### Other school programs

#### Public Speaking/Debating

Public speaking continues to be highly valued at Lindsay Park Public School. In 2017 all students from Years 3 to 6 were encouraged to participate in the Multicultural Perspectives Public Speaking competition. Two students from each class were chosen to perform their speech in front of the rest of their stage. From this, two children from each stage were chosen to represent our school at the District level. The infants students participated in the Community of Schools Public Speaking Competition which was organised in the same way as the primary students, with the chosen students competing at Figtree Heights Public School.

Lindsay Park Public School had thirteen students who participated in debating this year. All the students attended a one day debating workshop at Keiraville Public School where they were taught the skills and techniques of successful debating. Lindsay Park Public

School entered two teams in the *Premier's Debating Competition*. During Term Two the debating teams competed in several debating tournaments with other schools in the Illawarra. The students performed well and learnt many valuable skills in the areas of public speaking and team work. In Term Four, two teams of students also participated in a debating challenge organised by the University Of Wollongong. Each team prepared three debates and had varying degrees of success throughout the day.

### Showcase

Students at Lindsay Park Public School have the opportunity to showcase their talents in the Creative Arts. Students take part in an audition process, where they receive constructive feedback on their performances. Once successful, students perform at whole school assemblies.

### Mathematics Olympiad

25 students competed in the Australia Primary Schools Mathematics Olympiad (MOPs), a series of challenging problem solving spread over the school year. There were some fine performances by these students from Year 4 to Year 6 with our school champion achieving in the top 10% of the competition and two students achieving in the top 25%.

### Sport

Students at Lindsay Park Public School continued to be involved in a range of Personal Development, Health and Physical Education programs aimed at positive student welfare, developing skills and promoting a healthy lifestyle. At Lindsay Park Public School we promote and encourage participation, sportsmanship and a 'have-a-go' attitude among our students. 2017 saw the continuation of four sport houses: Fitzroy, Minnamurra, Carrington and Belmore. Each sport house has 4 captains. Their role requires them to organise their house competitors and help staff at school swimming, athletics and swimming carnivals. Our house captains oversee our sports storeroom where they keep it organised and hand out sports equipment to our students during lunchtime. Lindsay Park Public School had a very successful year in participation and achievement in sport.

Highlights of the sporting year include the following:

- State representatives in athletics.
- South Coast Region representatives in swimming, cross country, athletics, cricket, rugby league, rugby union and hockey.
- District representatives in netball, soccer, afl, touch football, cricket, hockey, rugby league, rugby union and tennis.
- Twelve Years 5 and 6 students participated in the Premier's Sporting Challenge Learning to Lead program.
- Students in Year 1, Year 3 and Year 5 took part in Surf Awareness lessons in Term Two.
- Lindsay Park Public School provided staff for the roles of secretary of Central Wollongong PSSA and District cross-country convenor, touch

football convenor, Northern Illawarra Zone rugby league convenor and South Coast Girls cricket coach.

- Participation in the Premier's Sporting Challenge for Years K–6 in Terms 2 and 3 increased general fitness with the school receiving a Diamond level.

### Primary School Sports Association

CWPSSA promotes and organises such sporting carnivals and competitions at the State level as have been approved by the Director-General, DEC

CWPSSA holds selection trials and carnivals to enable selection of students to participate in further trials and championships/carnivals at zone and regional levels.

CWPSSA organises and supports inter-schools sports competitions between the member schools within the district that fulfil the elements of the NSW PDHPE Syllabus and the NSW Sport and Physical Activity Safety Policy for Schools *for students in Years 3 – 6*.

Lindsay Park Public School continues to be an active member and supporter of the Central Wollongong PSSA. During Terms Three and Four our school entered Stage 2 and 3 teams in Dragon Tag, Netball, Soccer and Auskick.

We participated in Swimming, Cross Country and Athletics carnivals in which our school always performs very well.

### In-School Sport –Years K–6

Students from K–6 participate in a weekly Friday sport program with a focus on skill development through games and activities. K–6 students improved their fundamental movement skills and developed a number of sport-specific skills required to play AFL, soccer, cricket, netball, soccer and Dragon Tag.

The Years K–2 Fundamental Movement Skills program focused on improving running, catching and throwing skills through explicit teaching activities and game situations.

### School Swimming Carnival

The school's annual swimming carnival was held early in Term One with over 100 competitors from Year 2 to Year 6. 35 students were selected to attend the district swimming carnival. 8 Lindsay Park students were then eligible to compete at the South Coast regional swimming carnival.

### Cross Country Carnival

Our K–6 school cross country was a huge success. It was run in conjunction with a fun filled sports day. We had representatives from NSW Rugby, Wollongong Wolves, NSW Cricket, Jack Newton Junior Golf, a local tennis club, Spearman Cycles, Yoga, and the Illawarra Dragons. Students were given the opportunity to experience a range of sports as well as taking part in a

2km or 3km cross country competitive run. It was full of community support and participation. We sent 55 students to the district cross country. 8 Lindsay Park students were successful and competed at the South Coast regional carnival.

### **School Swimming Scheme**

Two weeks each year are dedicated to a Department of Education and Communities program aimed at improving the swimming skills of our students. The School Swimming Scheme is a 'learn to swim' program that develops water confidence and provides students with basic skills in water safety and survival. This is always a popular and well-supported event. 56 Children in Year 2 and above have the opportunity to learn to swim or improve their stroke with the assistance of highly trained instructors. This scheme is run at minimal cost to the participants.

### **Student Representative Council**

At Lindsay Park Public School we believe that students have a voice and are able to make a valuable contribution to their school. It is important that students be given the opportunity to express their views on issues of concern to them in the school. It is equally important that they are listened to and encouraged to take an active part in promoting the aims and objectives of the school.

Student voice plays an important part in the day to day proceedings of Lindsay Park. In 2017, the SRC consisted of 30, Year 2 –6 students. They meet fortnightly, these are formal meetings where; the agenda is set, meeting chaired and minutes taken by our student secretary with support from a teacher facilitator. Our liaisons meet with the school principal after each meeting to discuss any items that have arisen from general business. Our publicity officers ensure that relevant SRC messages and information are filtered through our school newsletter, app and website.

Student Council Representatives have worked closely with other students, staff and community members to:

- Devise plans to ensure resources and space are shared equitably.
- Organise and promoting fundraising events.
- Organise lunchtime sporting competitions and activities.
- Initiate the implementation of positive postcards in the playground.
- Assist in continuing the schools drama, colouring, organise and deliver dance workshops.
- Ensure that environmental projects are maintained in the school.
- Reopen the school sand pit and cricket nets.
- Regularly liaise with the school Auxiliary and P&C.

### **University of New South Wales Academic Competitions 2017**

Several students from Year 3 to 6 completed a series of University of New South Wales Academic

competitions (ICAS) which are independent skills-based assessments with a competition element.

- Digital Technologies: 17 students participated and were awarded 3 Distinctions and 5 Credits.
- English: 22 students participated and were awarded 1 Distinctions, 8 Credits and 5 Merits.
- Mathematics: 39 students participated and were awarded 11 Distinctions, 13 Credits and 2 Merits.
- Science: 22 students participated and were awarded 1 High Distinction, 6 Distinctions, 6 Credits and 2 Merits.
- Writing: 26 students participated and were awarded 2 Distinctions, 10 Credits and 5 Merits.
- Spelling: 31 students participated and were awarded 4 Distinctions, 7 Credits and 5 Merits.

### **Learning Support**

Following the 2016 evaluation of the Learning Support Program at Lindsay Park, whole school practices were consolidated to ensure the needs of all students requiring adjustments were consistently met, and a focus for improved learning outcomes across the school was achieved. A learning support referral template was developed and staff were encouraged to refer students who they assessed as needing additional support to achieve desired learning.

Personal Learning Plans (PLPs) were written in consultation with parents, reviewed often, and used as a working document for each student who took part in the learning support program in 2017. There were three Learning Support Teachers (LaST) and 5 Student Learning Support Officers (SLSOs) who delivered differentiated programs for small group and individual needs, in a variety of settings. Additionally gifted students were identified and were provided opportunities through project based learning and mentoring to allow them opportunities to broaden their skills and knowledge.

Learning Support Meetings were held each fortnight, allowing all staff to refer and update the team on the progress of the students in their class. Staff also participated in QTSS, where they were led by their Stage Supervisor in identifying target students and practices.

### **Life Education**

In 2017 the Life Education van came to our school in Term 2. There were three new modules implemented this year. The interactive and engaging lessons were delivered to each stage by our new educator Zoe. Healthy Harold is always a welcome visitor to our school. By working together with the Life Education team we can empower our children to make healthy life style choices.