

Lethbridge Park Public School

Annual Report



2017



4408

Introduction

The Annual Report for 2017 is provided to the community of Lethbridge 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.

Luke Hubbert

Principal

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School background

School vision statement

At Lethbridge Park Public School we believe in 'creating tomorrow's successes' in an inclusive environment where students are inspired to learn and become creative, confident individuals, prepared to embrace life's opportunities.

School context

Lethbridge Park Public School has an enrolment of 450 students, including 25% Aboriginal and Torres Strait Islander and 30% Pacific Islander students. It boasts a highly accredited preschool and three support classes for students with autism and mild intellectual disabilities. An enthusiastic and committed staff provide a nurturing environment with differentiated learning experiences to meet the needs of individual students. The school has a strong inclusive and collaborative culture where the expertise and contribution of staff at all levels is highly valued and respected. The school's strategic directions of Connected Community, Imaginative Teachers and Inspired Students, with the incorporation of technology into classroom practice, ensure students are actively involved in their learning. Lethbridge Park Public School is committed to delivering high quality, innovative programs, including Early Action for Success and Positive Behaviour for Learning.

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 the 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 an overall finding of sustaining and growing for the learning and teaching and a domain judgements of delivering leading. The external validation report was based on a collaborative effort by all staff with the domain judgements ratified by the external validation panel.

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

Connected Community

Purpose

To build positive educational partnerships with families and support agencies so that the strength of the collective ensures the best learning opportunities for the whole child.

Overall summary of progress

In 2017 the school continued to build community connections with a refined focus upon measuring and reflecting upon the link between community connection and student outcome. The community connection with an academic focus allowed for increasing sophistication of discussion involving all stakeholders in the school. The connection with partner high schools and Western Sydney University fostered a shared community and student focus upon academic and life opportunities beyond primary education. Initiatives introduced in 2017 included a school based playgroup run via a community partnership and ongoing relationship building with a supportive community. The connection via the school's P&C continued to grow and develop and provided a conduit to support curriculum learning across the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% increase in parent, student and staff satisfaction ratings measured using 'Tell Them From Me' survey tool and against the School Excellence Framework.	The resourcing required to conduct the Tell Them From Me survey relieved upon existing infrastructure and resourcing, with no further expenditure required due to planning in the initial stages of the current school plan.	The Tell Them From Me surveys in 2017 measured student engagement rather than school satisfaction, making it difficult to measure a 20% engagement increase. The survey results did show improvement in social and institutional engagement over 2016 levels, with intellectual engagement results statistically similar to the LPPS results from 2016. It is worth noting that school means were greater than NSW government norms across the three measured areas, demonstrating positive engagement outcomes for LPPS students.
75% of our families will regularly access samples of their children's work via electronic communication systems, including 'Skool Bag' app, augmented reality, QR codes or the school website.	Skool Bag app – \$450/year. School website service moved to a free model in 2017. IT coordinator time was utilised to support electronic communication systems.	The access rates for our school website have declined (2015 46281 visits, 2016 35487, 2017 19500). The way in which technology is accessed increasingly via mobile devices may have impacted this rate, as may the changes to the functionality of the school website service. For a significant portion of 2017 update issues impacted the use of Skool Bags apps on IOS devices, making measurement of family access problematic. Based on anecdotal discussion it seems unlikely that a consistent 75% of families are accessing samples of work via electronic media.
The establishment of procedures, measurement strategies and communication systems to identify students for the National Consistent Collection of Data and the level of adjustment needed.	School based resources (electronic and human) were utilised to facilitate the NCCD process.	Procedures from 2016 were further refined to ensure consistent identification of students for the NCCD, with 98 students recorded in 2015, 138 in 2016 and 144 in 2017. This demonstrates an increasing identification of students meeting the threshold for inclusion in the National Consistent Collection of Data. School systems in 2017 utilised online collaborative workspaces in addition to computerised systems supported by the Department of Education. Progress of identified students is managed by the school's learning and support team.
Improve the capacity of all staff to proactively respond to	Resourcing to support staff capacity to respond	Staff capacity to strategically manage and guide students in developing appropriate behaviour

Progress towards achieving improvement measures

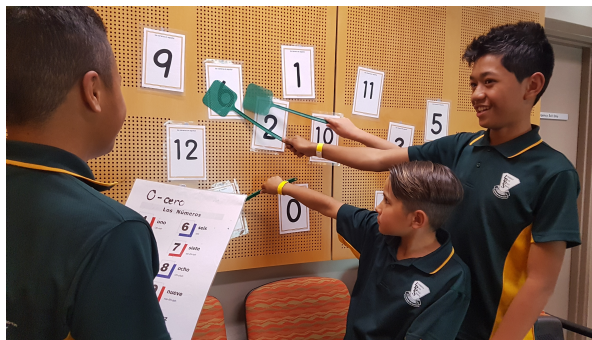
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
unproductive behaviour in a consistent and educative way to facilitate positive change.	proactively to unproductive behaviour was built into Learning and Support timetables using entitlements provided by the Department of Education. Online training resourced by professional learning funds (\$3000).	management skill was supported by PBL pedagogy. Suspension rates remained low in 2017, with 8 short suspensions issued totaling 25 days.

Next Steps

The aims of strategic direction 1: Connected Community were a high priority area throughout the 2015–2017 school plan. Many of the themes will remain a high priority for the school via the new school plan as the benefit of the increasingly sophisticated connections are evident in a range of areas. Connected Communities as a strategic area will cease at the end of the current school plan with the values being absorbed into the three new strategic directions.

Significant elements of the Connected Community strategic direction in the early phases of the 2015–2017 school plan focussed upon improved technological connections with between home and school, however the rapid change in online connections, social media and the prevalence of mobile internet devices created community connections that provided value to the students that were unforeseen during the planning phase of the school plan in 2014.

External Validation in term 3 2017 identified elements of strategic direction 1 that will be included in the 2018–2020 school plan including enhanced connection with the high schools, continued development of parent–school partnerships, review of school facility utilisation as a community engagement strategy and continued development of partnerships with external agencies to promote enhanced student outcomes.



Strategic Direction 2

Imaginative Teachers

Purpose

To empower reflective teachers to create flexible and dynamic classrooms that foster a sense of adventure in learning while enabling leadership, risk taking and capacity for all stakeholders.

Overall summary of progress

Professional development was the key to achieving this outcome, with a focus in 2017 of working "smarter not harder". Professional learning around data based decision making and the strategic identification of student learning needs resulted in increasingly targeted teaching. The link between the professional learning and input from the Early Action for Success initiative underpinned this strategic direction. Beginning teacher initiatives and the injection of Quality Teaching, Successful Students funding supported professional learning to enhance student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Framework for Syllabus Delivery and Assessment: Clear guidelines and scaffolds for the teaching of current BOSTES syllabus documents and the collection of evidence in student learning P–6.	\$10000 RAM equity funds in addition to school development day time allocation. QTSS time allocation to support curriculum implementation in the classroom.	Professional learning and conversation focussed upon NESA guidelines and the strategic meeting of programing requirements to produce targeted and strategic classroom programs. School focus included creating a planning cycle based upon a series of elements and reflecting upon the link between research, school based data and syllabus delivery. A review of feedback procedures allowed for collegial reflection upon syllabus links and goal setting to further refine classroom direction.
Maintaining Australian Teaching Standards: All teachers will identify personal goals which are relevant to school targets and follow the Performance and Development Framework.	QTSS funds supported ongoing timetabled mentoring and support opportunities for all teachers.	Performance and Development Plans (PDP) were in place for all staff 2017 as per Departmental policy. All staff PDPs were aligned to the teaching standards and reflected enhancing teaching capacity to improve student outcomes. Significant goals included refining assessment, engaging with new syllabus documents and differentiating the curriculum to meet individual need. Non-teaching staff commenced the PDP process from the commencement of term 2.
Production of Quality Teaching Videos: Professional Learning Groups will engage in a process of identifying personal areas of growth, data analysis, lesson planning, peer observation and teaching evaluation which is recorded for future reflection and professional learning.	No resources expended in 2017.	The quality teaching video improvement measure was stalled in 2017, with focus on the framework for syllabus delivery and assessment being of higher importance given the introduction of new syllabus documents and preparation for changes to accreditation for pre 2004 teachers.

Next Steps

The year marks the end of the current school plan and the Imaginative Teachers direction will not appear as an independent strategic direction in the 2018–2020 plan. The commitment to the continued professional development of all staff will be a visible and high priority initiative embedded in all strategic directions. Self assessment in 2017 identified particular priority areas as a next step including:

- Designing and encouraging innovation using evidence-based teaching practices.
- Establishment of clear processes, timelines and milestones to direct school professional learning towards effective

implementation of the school plan.

- Evaluation of professional learning activities to identify and promote those which have the greatest impact upon student and teacher performance.
- Embedding explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school-wide improvement.
- Providing opportunities for leadership development and capacity building for all staff.



Strategic Direction 3

Inspired Students

Purpose

To instil in students, a sense of aspiration, hope and excitement as they embrace and plan for all the possibilities of their future. To engage every child with a differentiated and challenging, relevant curriculum focused on innovation and measurable growth.

Overall summary of progress

During the design of the current school plan the focus upon engagement to promote attendance and academic engagement underpinned this strategic direction. Significant progress towards creating future aspirations has been achieved through connections with Western Sydney University and through the integration of technology to create education links beyond the students' physical experience. Utilisation of school resources to support experiences, excursions and events allows for full participation without a financially impacting families.

The link between these aspirations and engagement has become more tangible as the strategic approach to teaching and milestone planning evolved over the life of the current school plan. Early Action for Success and the data analysis link supported school discussion and drove target setting 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 K – 2 achieving EAFS targets in Literacy and Numeracy.	EAFS expenditure is reported in "Key initiatives"	
70% of students 3 – 6 meet grade appropriate clusters on the literacy continuum in reading and writing.	EAFS expenditure is reported in "Key initiatives"	PLAN literacy continuum data submitted in Term 4 indicated: 52% of Year 3 students achieved or are working beyond expected level (Cluster 9) for reading; 33% of Year 3 students achieved or are working beyond expected level (Cluster 9) for writing; 36% of Year 4 students achieved or are working beyond expected level (Cluster 10) for reading; 35% of Year 4 students achieved or are working beyond expected level (Cluster 10) for writing; 45% of Year 5 students achieved or are working beyond expected level (Cluster 11) for reading; 25% of Year 5 students achieved or are working beyond expected level (Cluster 11) for writing; 45% of Year 6 students achieved or are working beyond expected level (Cluster 12) for reading; and 20% of Year 6 students achieved or are working beyond expected level (Cluster 12) for writing.
90% of students reflecting an increase in self and school satisfaction.	No resources expended in 2017	Tell Them From Me survey results showed consistently higher level of engagement than that of NSW government norms, with average 2017 scores of 8.275 vs NSW government 8.025.
All staff differentiate and modify	Supported within regular	In 2017 36% of students required a student learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
class programs to cater for individual needs reflective of Every Student Every School (ESES) guidelines and the Performance Development Framework.	timetabled professional development activities – no additional funding requirements.	and adjustment plan to differentiate their learning and create individual learning paths.

Next Steps

The strategic direction "Inspired Students" will not be a discrete feature of the 2018–2020 school plan, but elements will be embedded in future strategic directions. Significant next steps will be part of the Early Action for Success program, with additional findings from the 2017 external validation report planning directions including designing and encouraging innovation using evidence-based teaching practices as well as responding to technological advances that impact education.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	A total of \$130891 funding for Aboriginal background loading was utilised, including 1.0 FTE Aboriginal Education Officer (\$67042). Additional \$65000 was used to support SLSO provision and implementation of Aboriginal cultural programs (\$5000)	A total of six year 3 students and seven year 5 Aboriginal students makes reporting NAPLAN progress for Aboriginal students statistically unreliable and functionality of PLAN to produce reports identifying Aboriginal student cohort performance is not yet enabled. Significant time and development in 2017 was focussed upon the identification of Aboriginal student learning needs and creating structures to monitor, target and enhance learning outcomes. This will be a key feature of 2018–2020 school plan and reporting focus of the 2018 annual school report.
English language proficiency	English language proficiency funding – \$67647 including 0.4FTE. Additional funds of \$22000 was applied to staffing, creating a 0.6 EALD position.	At the commencement of 2017 a total weighted student need of 219.5 was identified – by the end of 2017 total weighted student need was calculated at 176.5. Total EALD student number fluctuation was only 2 students, indicating significant progress in phases of English language proficiency.
Low level adjustment for disability	Low level for disability funds \$295500	Low level adjustment for disability funds were built into the staffing structure for LPPS to provide additional Learning and Support Teacher provision, combined with reading programs and EALD initiatives. The focus for the learning and support teachers was to provide targeted support for identified students in addition to a quality differentiated teaching program.
Quality Teaching, Successful Students (QTSS)	QTSS funds – \$35000	Quality Teaching, Successful Students resources were allocated via weekly timetabled release time for executive staff to work shoulder to shoulder with staff to enhance capacity to improve student outcomes. This involved mentoring sessions, classroom observations and professional dialogue and created a link to performance development plans.
Socio–economic background	Lethbridge Park Public School attracted \$894199 socio economic background funds. An additional \$712000 was carried forward from the 2016 academic year.	Priority for socio–economic background funds including the provision of resources and facilities to promote outstanding learning environments. Funds supported the provision of a one to one student:computer ratio in year 6, resulting in enhanced engagement and attendance rates significantly above school and state trends. Funds supported the establishment of additional classes, avoiding the requirement of composite classes and ensuring enhanced teacher: student ratios in all learning environments. Funds were set aside for future A–block renovation and a maintenance focus ensured facilities remained in outstanding condition. An IT specialist was contracted to ensure reliability and innovation of technology across the school and supporting a range of project based learning approaches in years 3–6. Additional SLSO provision supported classroom teachers in meeting the differentiated needs of all students. Equity

<p>Socio-economic background</p>	<p>Lethbridge Park Public School attracted \$894199 socio economic background funds. An additional \$712000 was carried forward from the 2016 academic year.</p>	<p>funds underpinned professional learning and L3 development.</p> <p>Significant outcomes of socio-economic funds include:</p> <ol style="list-style-type: none"> 1. NAPLAN growth years 3–5 above NSW state in all areas. 2. A 2% improvement in attendance over 2016 levels. 3. Increase in entry reading level to Reading Recovery program 2017.
<p>Support for beginning teachers</p>	<p>Beginning teacher support – \$30000</p>	<p>Beginning teacher support was built into timetables, providing an opportunity for each beginning teacher to have 2 hours release from class to focus upon learning goals identified through professional development plans. A one hour release for mentors was also scheduled each week to provide face to face support.</p>
<p>Early Action for Success</p>	<p>Early action for success was supported by a 1.2 FTE staffing allocation which was noted against equity income amounting to \$191126. An additional 0.3 FTE (\$47781) was used to create a total of 1.5 FTE instructional leaders positions to support EAFS. \$60000 RAM funds were used to support the first year of L3 training.</p>	<p>Instructional Leaders (1.5) provided guidance and support to K–3 teachers through lesson demonstrations, observations, planning for learning and in class coaching. Instructional Leaders worked alongside teachers during the implementation of Language, Learning and Literacy by offering feedback to improve the quality learning environment and teacher instruction in literacy.</p> <p>K–2 teachers and Instructional Leaders successfully completed first year of Language, Learning and Literacy training (L3). Training involved 12 half– day sessions and a formal observation conducted each term by the L3 trainers.</p> <p>Kindergarten teachers engaged in data conversations with Instructional Leaders each term data to monitor individual student and class progress against Early Action for Success targets and make informed choices of teaching strategies to support flexible groupings and targeted teaching.</p> <p>Years 1–3 teachers engaged in data conversations with Instructional Leaders every five weeks to monitor individual student and class progress against Early Action for Success targets and make informed choices of teaching strategies to support flexible groupings and targeted teaching.</p> <p>Rich literature texts, furniture and resources purchased to enhance the quality learning environment in K–3 classrooms.</p> <p>P–6 teachers participated in differentiated professional learning to gain expertise and knowledge in Planning Literacy and Numeracy (PLAN) software, Quality Talk, The Writing Process and Number with a focus on differentiating instruction to improve student literacy and numeracy outcomes.</p>

Early Action for Success

Early action for success was supported by a 1.2 FTE staffing allocation which was noted against equity income amounting to \$191126. An additional 0.3 FTE (\$47781) was used to create a total of 1.5 FTE instructional leaders positions to support EAFS. \$60000 RAM funds were used to support the first year of L3 training.

Developed tracking systems in writing across K-2 and built teacher capacity to analyse, monitor and identify the learning needs of students in the early years of schooling. This led to teachers making evidence based decisions regarding teaching of writing to whole class, groups and individuals and deliver targeted teaching strategies to flexible groups of students

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	163	176	190	199
Girls	154	171	192	197

In 2017 equity funding was used to support the forming of 2 classes above establishment, giving 3 support classes, one preschool and 17 mainstream classes. Most mainstream classes were single grade with the exception of a composite stage 1 class.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.1	91.4	87.5	88.5
1	93	90	88.6	91.4
2	92	88.5	90	91.8
3	93.8	90.4	91.2	92.5
4	92.5	92.7	90.1	92.3
5	90.7	90.6	92.2	91.2
6	92.2	89.8	90.4	93.8
All Years	92.5	90.5	89.9	91.6
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

In 2017 class teachers were supported by the Attendance team which included the Assistant Principal Learning and Support, Community Liaison Officer, Pacific Island Community Liaison Officer and the Aboriginal Education Officer, to monitor and respond to students absences. The team reviewed the suite of responses and created a flow chart and supporting letters for each phase. The team contacted parents

when teachers had been unable to make contact and supported families to improve student attendance. The walking school bus was a major initiative in 2017. Pairs of staff walk routes planned to include the streets of students with poor attendance and walk to school with them. Some routes regularly have 10 or more students on the walking school bus and the initiative has had significant impact on the attendance of key students. It has also built positive relationships between the 'bus drivers' and the students and their families.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	16.39
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	2.1
Teacher Librarian	0.8
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	9.22
Other Positions	2

*Full Time Equivalent

In 2017 Lethbridge Park Public School had 4 Aboriginal staff members.

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	15

Professional learning and teacher accreditation

In 2017 10 Lethbridge Park Public School has 10 teachers requiring accreditation, all teachers within their

first or second maintenance period. No teachers were accredited at, or seeking, higher level or accomplished levels. In 2018 all teaching staff will require accreditation.

In 2017 professional learning funds (\$45000) were directed towards school priorities including:

L3 training for all K–2 teachers

L2 training.

Reading Recovery ongoing professional learning

MAPA training

Compliance training (CPR, emergency care)

Code of Conduct training

Child Protection training

Growth leadership

STEM development

Autism training

EAFS roadshows and professional learning

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 (\$)
Opening Balance	712,333
Revenue	5,687,586
Appropriation	5,601,263
Sale of Goods and Services	17,867
Grants and Contributions	58,949
Gain and Loss	0
Other Revenue	6,292
Investment Income	3,216
Expenses	-6,078,049
Recurrent Expenses	-6,078,049
Employee Related	-5,145,600
Operating Expenses	-932,449
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-390,463
Balance Carried Forward	321,870

In 2017 significant funds were used to support above establishment classes to enhance student:teacher ratios and a grounds improvement program was initiated to support all learning environments. Additional grounds staff and administration staff supported school operations. Funds were targeted to ensure upcoming building projects focussing upon the administration block (scheduled for 2018). Significant equity funds were utilised to provide enhanced experiences for all students including meeting cost of school excursions, breakfast club and subsidising school uniforms. Equity funds supported SLSO engagement to support curriculum delivery in the classroom.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,498,265
Base Per Capita	63,762
Base Location	0
Other Base	2,434,503
Equity Total	1,387,388
Equity Aboriginal	130,041
Equity Socio economic	894,199
Equity Language	67,647
Equity Disability	295,501
Targeted Total	559,945
Other Total	938,791
Grand Total	5,384,389

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.

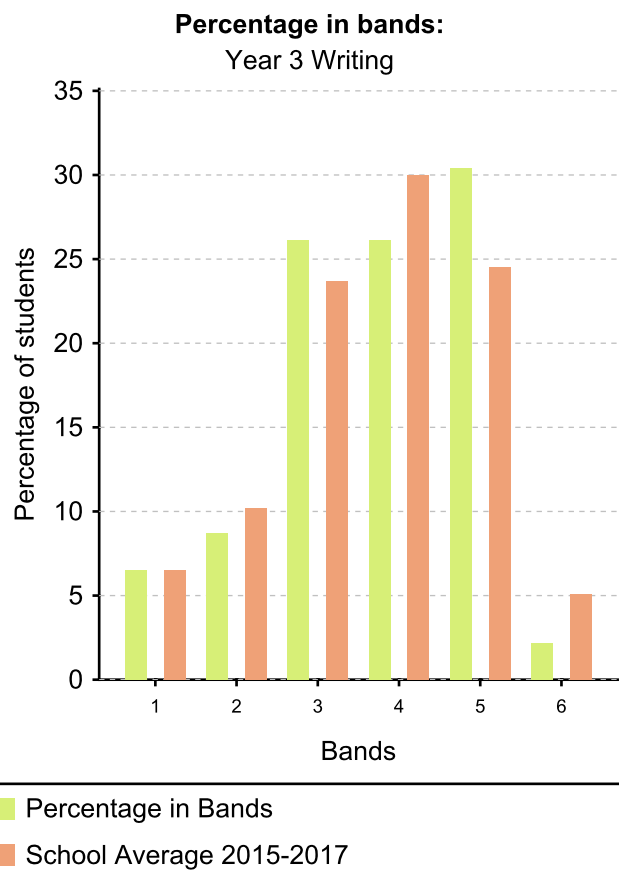
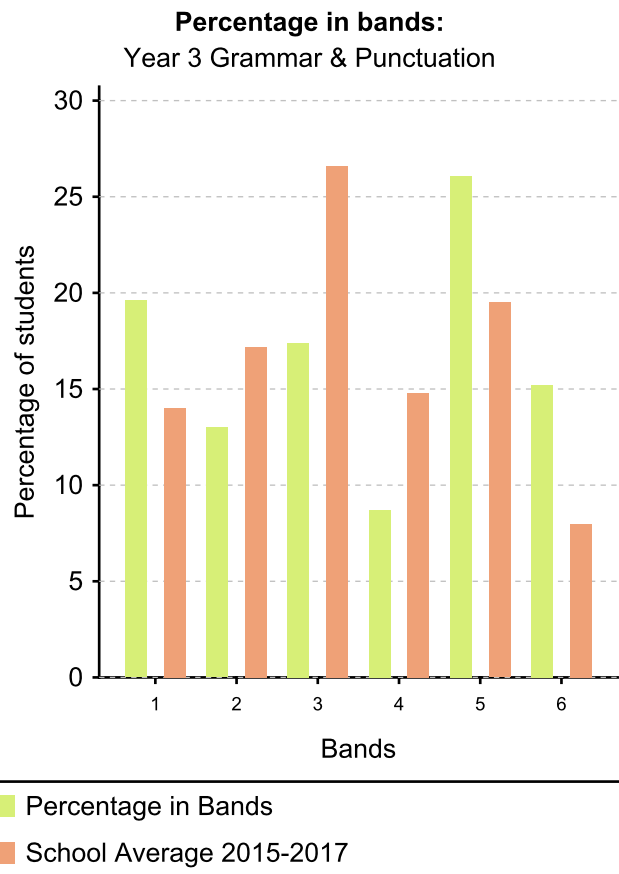
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

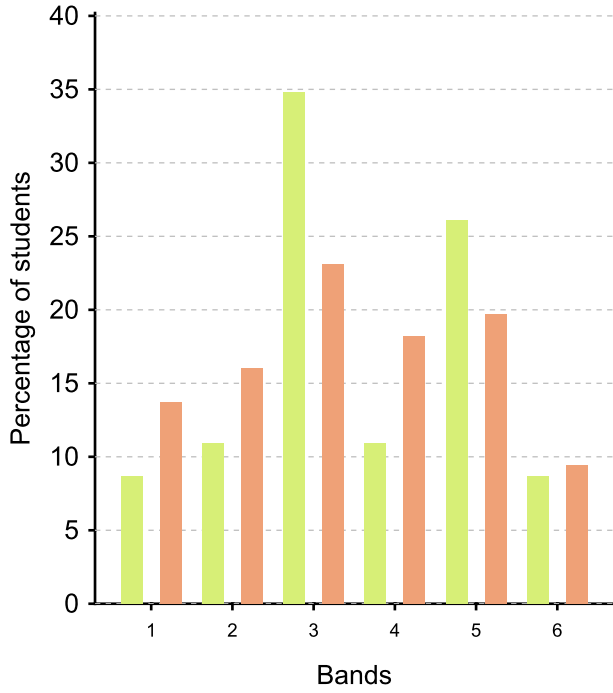
NAPLAN

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.

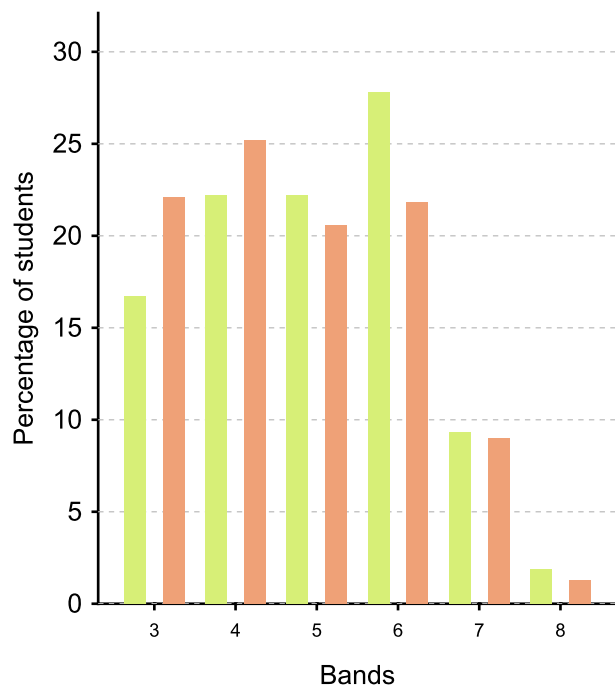
In 2017 literacy growth (years 3–5) for Lethbridge Park Public School students in all areas was above growth rates for NSW. Student achievement indicated percentage at proficiency for literacy was above that of statistically similar schools in all areas for year 3 and in writing, spelling and grammar for year 5.



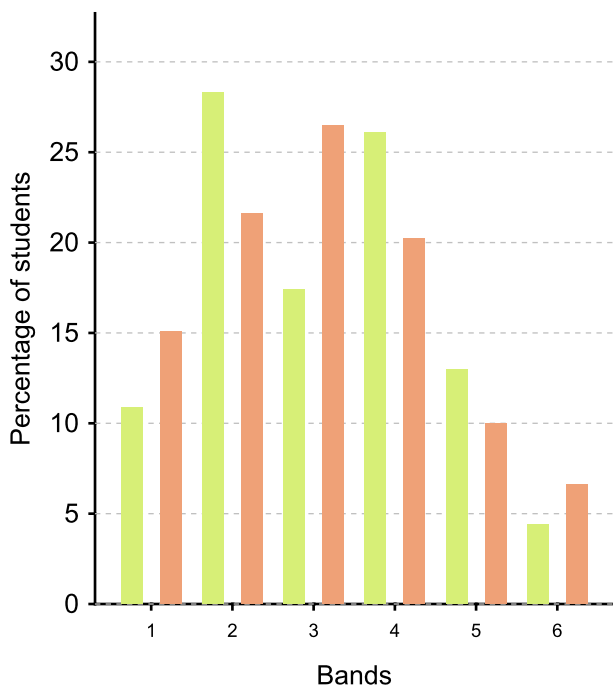
Percentage in bands:
Year 3 Spelling



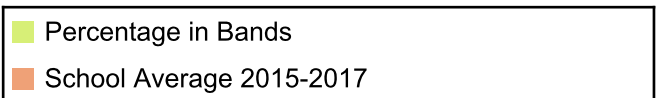
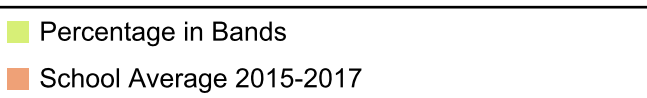
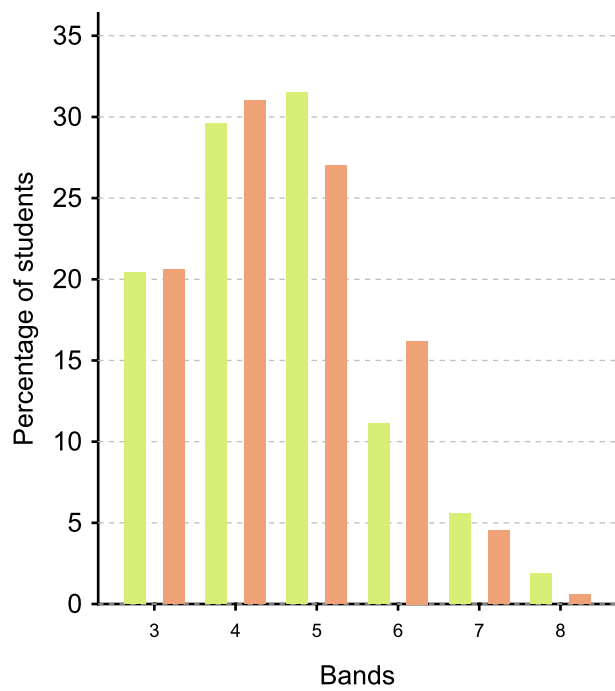
Percentage in bands:
Year 5 Grammar & Punctuation



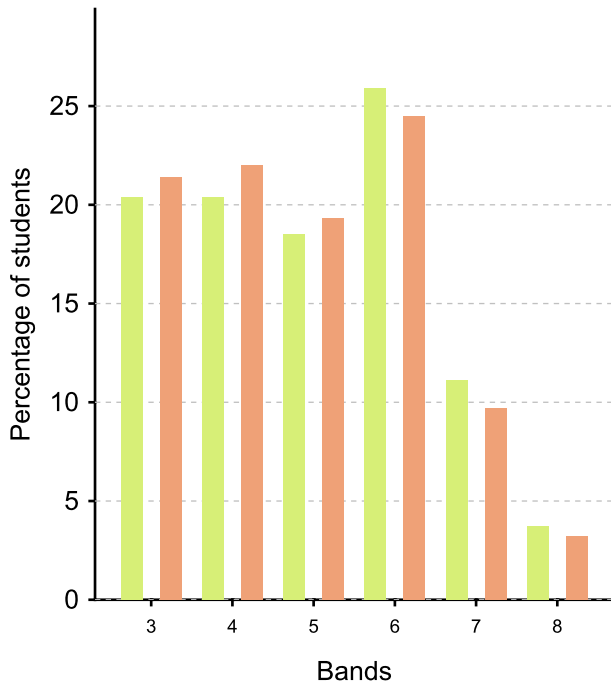
Percentage in bands:
Year 3 Reading



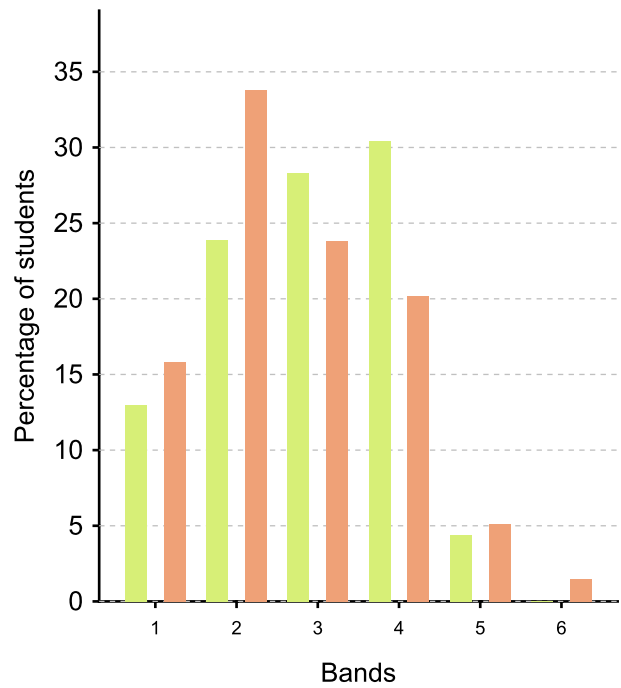
Percentage in bands:
Year 5 Reading



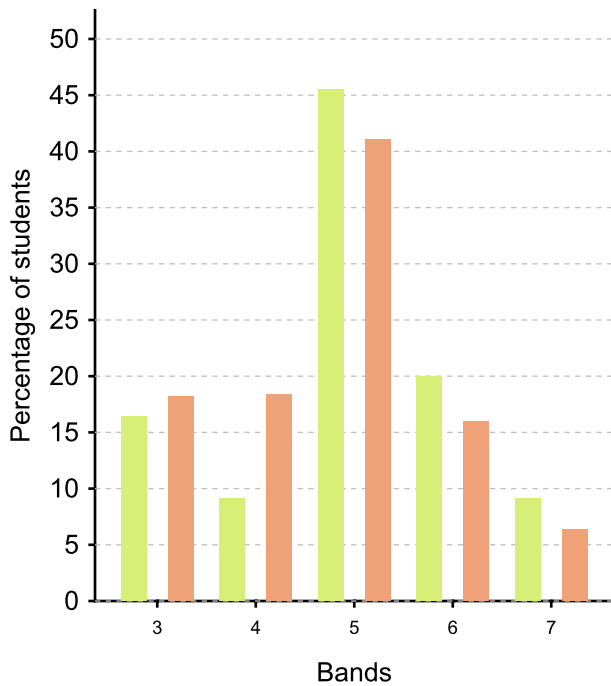
Percentage in bands:
Year 5 Spelling



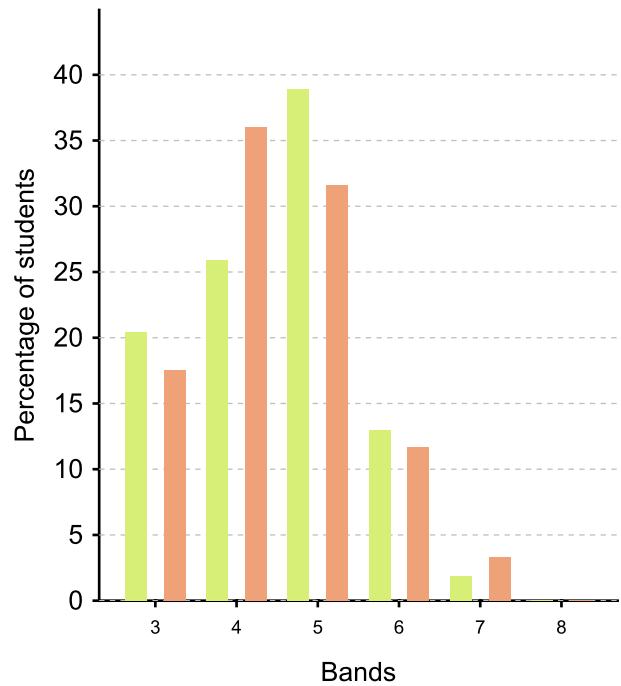
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Numeracy growth for Lethbridge Park Public School students from year 3–5 was noted at 119.6 points vs state growth of 96.8. Proficiency for overall numeracy was noted as below that of statistically similar schools in years 3 and 5, however a reduction in below proficiency scores was recorded, demonstrating a cohort shift in 2017.

Due to small cohort sizes of Aboriginal students in years 3 and 5 (<7) NAPLAN data is not statistically significant in reporting on Aboriginal achievement in line with the Premier's priorities. School based data has been analysed to identify opportunities to enhance and monitor Aboriginal student performance in the top two bands of NAPLAN.

Parent/caregiver, student, teacher satisfaction

In 2017 the Tell Them From Me survey was utilised to capture feedback from parent on their perceptions of students' experiences at home and school. Lethbridge Park Public School mean scores rated above the NSW government mean on all questions. Particular highlights included "school supports behaviour", scoring 8.9 (NSW 7.7), "parents feel welcome" and "parents support learning at home" (8.1 vs NSW 6.3).

