

# Lindfield East Public School

## Annual Report



2018

## Introduction

The Annual Report for **2018** is provided to the community of Lindfield East 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.

Diane Read

Principal

## School contact details

Lindfield East Public School

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## Message from the Principal

The 2018 Annual School Report provides an overview of the exemplary achievements celebrated by Lindfield East Public School this year. Strong community support and involvement, highly professional and dedicated staff and a wide range of innovative programs ensure that students develop a love of learning and the confidence to strive for success. The school offers excellent academic, social, sporting and arts programs.

The school continued its strong commitment to the performing arts with the biennial Dance Extravaganza which was held in Term 3. Students participated in dance lessons throughout the year culminating in class performances at the Extravaganza. The Stage 1, Stage 2 and Stage 3 LEPS Dance Troupes showcased dances performed at the Sydney North Dance Festival. It was another successful year for our school bands and string ensembles. Our three ensembles (Junior, Senior and Performance) were incredibly fortunate to perform at various events including eisteddfods, festivals and concerts throughout the year. The three bands all had great results in 2018.

NSW School Band Festival Results:

Performance Band, Concert Band and Training Band: Gold Award

Hornsby North Band Festival Results:

Performance Band: Distinction

Concert Band: Credit

Training Band: High Distinction

Our Futures Learning Committee continued to research and develop key aspects of flexible learning spaces and furniture. They presented their findings to the staff about the need for pedagogical rigour to uphold practical usage of flexible spaces and the future direction for the school. The implementation of Coding and Minecraft Education in classes and the ongoing initiative of the Stage 3 BYOD program were warmly received by students, staff and parents.

The 'The Field of Dreams', a large grassed playing area for the children was completed in November. Now a reality, the new oval was officially opened by the Honourable Paul Fletcher, federal member for Bradfield and Jennifer Anderson, Honourable Mayor of Kuringai. The grand opening was celebrated with a movie night enjoyed by the whole school community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

# School background

## School vision statement

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

At Lindfield East Public School, we believe that it is a fundamental right of each and every child to receive an excellent education – an education that caters for the academic, social, emotional and physical needs of each individual and prepares each one for success in learning and in life.

We believe that an education worth having is one which equips our students for a successful future – a future where the key competencies of adaptability, effective communication, collegiality and intercultural understanding will be paramount. We aim to prepare students for this future by building the capacity of teachers and school leaders to be innovative and transformative, engaging our students, holding high expectations for them and inspiring them to succeed.

Our vision is underpinned by *The Melbourne Declaration on Educational Goals for Young Australians (2008)*. The goals focus on promoting equity and excellence in education, and on students becoming successful learners, confident and creative individuals and active and informed citizens.

The wellbeing of all our students lies at the core of Lindfield East Public School's vision, and drives all our decisions and actions.

## School context

Lindfield East Public School serves a diverse cultural student population with the support of a school community that places a high value on education. There are 730 students representing 48 language speaking backgrounds with Mandarin accounting for 25%. Demand for enrolment placement has increased as a result of the school's outstanding educational reputation. Strong and active P&C involvement has enabled the school to continue to make significant advances in its physical learning environment, its resource base and ability to offer wide ranging educational opportunities. The school maintains a safe learning environment with the core values of 'Care and Respect' underpinning our student welfare ethos. Lindfield East Public School is committed to continuous improvement in teaching, leading and learning. Strategic priorities include targeting quality teacher professional development, providing a range of innovative learning opportunities and building unique educational partnerships.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

At Lindfield East Public School, we want every child to succeed and thrive in an outstanding educational environment where opportunities and experiences prepare them for a rewarding future. We believe every student has the right to a range of learning programs and experiences that promote equity and excellence. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.

During 2018, staff professional learning focused on the English Syllabus. The teaching of functional grammar continued to be a focus with staff working collaboratively to incorporate grammar into existing units of work. Academic partner Ms Joanne Rossbridge led professional learning for teachers focusing on Conceptual Programming in English. As a result, teachers collaboratively planned and developed conceptual units of work for each year of schooling.

Staff Development Day sessions focused on deepening teachers' knowledge and understanding of functional grammar with academic partners Bev Derewianka and Joanne Rossbridge. Teachers in stage teams collaboratively programmed English Conceptual units of work integrating grammar. The English and Mathematics committees continued to familiarise staff with the new Literacy and Numeracy Progressions and how students can be tracked using the new PLAN 2 software. The Geography K–6 Syllabus continued to be a focus with consultants from the Field of Mars facilitating a Geography Fieldwork K–6 professional learning session using our Bush Trail at the back of the school. The Mathematics Committee continued the focus on Mathematical Problem Solving with teachers explicitly teaching problem-solving strategies from the newly developed scope and sequence.

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

At Lindfield East Public School students consistently perform at high levels on external and internal performance. In NAPLAN, 100% of students in Years 3 and 5 are at or above national minimum standards. 79% of students in Year 3 are in the top 2 bands and 70% of Year 5 students.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidenced-based practice. Staff participate in Quality Teaching Rounds both internally and with the local community of schools to refine their teaching practice in order to improve student outcomes. The Growth Coaching Model is used by school leaders and staff to develop and review goals aligned with the Australian Professional Standards for teachers. Lindfield East Public School is committed to continuous improvement in teaching, leading and learning. As per the Department of Education's Strategic Plan 2018 – 2020, our goal is for every student, every teacher, every leader and every school to improve every year.

Our self-assessment 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/self-evidence-guide>

## Strategic Direction 1

### Excellence in Teaching and Leading

#### Purpose

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

#### Overall summary of progress

In 2018, staff professional learning focused on the teaching of functional grammar in English and problem solving in Mathematics. Teachers have continued to collaboratively refine and develop quality teaching and learning programs across KLAs during their weekly stage meetings. Teachers were introduced to the Literacy and Numeracy Progressions and will continue to look at these alongside the PLAN 2 software in 2019. 90% of teachers have completed the Harvard course Making Thinking Visible and are embedding these strategies into their teaching and learning programs. All teachers, including specialist and support staff, completed Professional Development plans, linking their goals to the School Plan and Accreditation Standards.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of classroom programs and assessments are collaboratively planned and demonstrate differentiated learning for all students.	\$5 000 consultancy fees \$4 000 teacher release \$3 000 teacher resources	Joanne Rossbridge provided professional learning for teachers in Functional Grammar and English unit collaborative planning.  100% of staff participated in professional learning as part of a whole school focus on problem solving in Mathematics.  Staff worked collaboratively in stage/grade teams as well as Maths Committee to plan lessons with explicit problem-solving teaching as well as embedding into other strands.
Pre and post assessment confirms growth in students' ability to solve mathematical problems and identify and apply functional grammar correctly.	\$2 000 consultancy fees \$200 teacher release	Continued the professional learning of all staff in the explicit teaching of functional grammar, with a focus on embedding it within the writing program.  Commenced professional learning for all staff in the explicit teaching of problem-solving skills.
All school leaders exhibit the skills of <i>Growth Coaching</i> Training to contribute to a work environment that promotes open communication, reflecting greater leadership capacity.	\$6 000 enrolment fee	4 staff members participated in the Growth Coaching Training.

#### Next Steps

\* Joanne Rossbridge to continue providing teacher professional learning on effective strategies for teaching functional grammar.

\* More staff trained in Growth Coaching

- \* Teachers to continue with the explicit teaching of problem-solving skills and embed rich problem-solving tasks in all strands of mathematics.
- \* Teachers to incorporate functional grammar into English programs, particularly writing, in line with evidenced based data.
- \* Staff are up skilled in the Literacy and Numeracy Progressions alongside PLAN 2 software.
- \* Pre and Post test for mathematics problem solving.



## Strategic Direction 2

### Quality Learning Experiences

#### Purpose

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

#### Overall summary of progress

Successful planning and implementation of a wide range of learning activities and opportunities has resulted in achievement of milestones. Staff professional learning focused on the explicit teaching of functional grammar and problem solving skills. Staff were also introduced to the Literacy and Numeracy Progressions which will be implemented in 2019. Students continued to attain outstanding results in internal and external assessments. Stage 3 continued the successful BYOD program using the Google Applications to collaborate, present, organise and investigate. Our Coding program continued K–6 and staff were able to trial new educational technologies through the StemShare program. The Quality Teaching Model remained a focus for professional development and has been embedded into teaching practice. In order to cater for the range of individualised learning needs, the schools learning assistance intervention programs were used for targeted students. Minilit, Multilit, Multilit extension and Spelling Mastery were successfully implemented. The co-curricular learning experiences included Robotics lessons, Code Club and the K–6 Art Exhibition during Education Week. Numerous leadership opportunities and events were implemented including Student Voice Day, participation in the Mungo Youth Project and the CCA Leadership Summit.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of school programs and practices cater for the range of individualised learning needs.	\$90 000 Learning Assistance Teachers funded via LEPS P&C  \$1 200 site licence for the ACER General Ability Test  \$1 000 teacher release to administer AGAT  \$3 000 COGE Course with UNSW	100% of Mathematics and English K–6 programs and assessments are collaboratively planned by Stage teaching teams.  All teachers communicate through the Learning Support Team (LST) to ensure individual student needs are met.  Students identified for the Stage 3 high ability class, engaged in quality learning experiences which resulted in their successful applications for continued Gifted and Talented Education in the Secondary sector.  Administered AGAT to all students in Yrs 2–4 and new students in Yrs 3–6.  Extended the Multilit program into Stage 2.  Participating in the Gifted and Talented local network.
Assessments for and of learning confirm 100% of students' progress through the Literacy and Numeracy Progressions.	\$900 Professional learning fees  \$3 800 Mathematics/Literacy conference fees  \$500 Membership fees for English and Mathematics Associations	Commenced professional development for all staff in the Literacy and Numeracy Progressions.  Ten Year 1 students participated and completed the MiniLit Reading Intervention Program.  Six Year 2 students participated and five students completed the MultiLit Reading Intervention Program.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Assessments for and of learning confirm 100% of students' progress through the Literacy and Numeracy Progressions.	\$3 000 learning assistance support	Ten Kindergarten students identified for additional support which developed their reading fluency and oral comprehension.  Teachers K–2 are using the Literacy and Numeracy Continuums (now progressions) to track student progress to inform programs and assist with assessing and reporting.
100% of students reach NAPLAN expected growth in all areas. The number of students in the top two bands increases by 10%.		NAPLAN results indicated 73% of students achieved greater than or equal to expected growth in Numeracy.  In Literacy, 60% of students achieved greater than or equal to expected growth in Reading, 64% in Grammar and Punctuation, 44% in Writing and 48% in Spelling.
100% of staff participate in Quality Teaching Rounds and <i>Visible Thinking</i>	\$4000 teacher training \$6000 release days for staff to participate in QTR \$3000 enrolment fee	15 teachers participate in Killara Schools Partnership Quality Teaching Rounds.  4 staff participated in Making Thinking Visible course through Harvard Graduate School of Education.

## Next Steps

\* Teachers to become more familiar with the Literacy and Numeracy Progressions and track student learning using PLAN2.

\* Teachers to use a whole class numeracy assessment and/or an individualised diagnostic tool (SENA) to inform planning and programming in mathematics.

\* Further develop teachers understanding of differentiated assessment strategies to cater for the needs of all students.



## Strategic Direction 3

### Effective Partnerships

#### Purpose

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

#### Overall summary of progress

The impact of our achievement in this Strategic Direction is engaged and motivated students who possess greater intercultural understanding, and a range of quality and innovative learning experiences as a result of staff participation in learning communities. There is strong parental support for the programs and a very high level of staff and student interest and participation in all initiatives. Staff participated in GATE networking meetings with local schools and all Killara Schools Partnership events. Beginning teachers attended the Beginning Teachers' network for support and professional development. Under the aegis of the City Country Alliance students visited Menindee Central School throughout the year and the student leadership team took part in the annual Mungo Leadership Camp. The school participated in Greenacre Public School's International Day. Lindfield East Public School hosted students and teachers from Chaoyang Demonstration School as a cultural exchange. Students from LEPS will be visiting Chaoyang Demonstration school in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective establishment of partnerships to build intercultural understanding. All staff, students and parents are aware of and have engaged in the partnerships.	\$500 eco garden expenses \$11 000 Bushlink \$3 000 teacher resources	Partnership established with the Bushlink Schools Inclusion program, supporting people with a disability.  Parents participate in a range of specialist programs within the school to enrich teaching and learning programs, e.g. Code Club, Robotics, Eco Garden, SRE and SEE.
100% of teachers actively participate in a Communities of Practice group.	\$5 000 Menindee Excursion	Menindee Central School, three visits per year.
100% of staff Professional Learning plans utilise the expertise and collaboration of our academic, parent and community partners.	\$2 500 teacher and student excursion funding for MYP	Under the aegis of The 'City Country Alliance', a delegation of students leaders from seven schools visited their respective sister schools as part of the Mungo Youth Project (MYP).
100% of classroom programs embed the Cross-Curricular perspectives of Aboriginal Education and Asian Literacy.	\$3 500 to host Menindee Central School. \$3 300 support for Saraswati \$2 000 teacher release \$1 200 teaching resources	Hosting Menindee Central School (MCS) annually.  International support of our Nepalese sister school Saraswati.  Hosting international study tours for China and Japan.

#### Next Steps

- \* Ongoing professional development for staff in the cross-curricular perspectives of Asian Literacy and Aboriginal Education.
- \* Recognition and activities related to NAIDOC Week will be observed. Harmony Day will be celebrated with whole school parade and activities in March 2019.
- \* Further participation in intercultural exchanges with schools in Sydney, NSW and overseas (Beijing trip planned for 2019)
- \* Further participation in learning communities such as Killara Schools Partnership, GATE network and the Beginning Teacher Network.
- \* Establishment of a Preschool and Early Stage One Network Group across the local primary and preschools.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$30 000 EALD teacher \$5 000 Teacher resources	Teaching resources were purchased to support EAL/D students. Teaching staff were employed throughout the year to support the EAL/D program within the school. Additionally the Kindergarten Assistant Principal supported Kindergarten students in the classroom on a weekly basis.
<b>Low level adjustment for disability</b>	\$35 000	All students requiring adjustments and accommodations are catered for within the school context. 92 students required adjustments to cater for a disability. 4 students required substantial adjustments and 88 students supplementary levels of adjustment to learning programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$120 000	Funding was used to release executive staff who worked as instructional leaders in the classroom.
<b>Socio-economic background</b>	\$3 200	Funding is used to support families in financial hardship.
<b>Support for beginning teachers</b>	\$55 000	All beginning teachers receive additional support in the first two years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with an experienced colleague.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	393	416	396	398
Girls	376	348	339	334

In 2018, the number of classes and the number of students per class stayed the same as 2017. Lindfield East Public School serves a diverse cultural student population with the support of a school community that places a high value on education. There are 740 students representing 48 language speaking backgrounds with Mandarin accounting for 25%.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.9	96.4	96.9	97.2
1	95.9	96.8	97.5	95.7
2	97.1	96.5	96.9	96.2
3	96.1	96.6	97.7	96.3
4	96.6	96.9	97.3	96.6
5	96.6	96.8	96.5	96.1
6	95.9	95.4	96.5	94.7
All Years	96.3	96.5	97.1	96.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Daily attendance is recorded online using Sentral attendance. Attendance data is monitored and concerns are included in the Learning Support Team meeting agendas. The Home School Liaison Officer supports the school's management of non-attendance. A wide range of Quality Teaching and Learning

programs that differentiate, engage and motivate students is evidenced by high attendance rates and low adverse-behaviour interventions.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.68
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	4.47
Other Positions	1

\*Full Time Equivalent

In 2018 Lindfield East Public School had no staff members identify as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	82
Postgraduate degree	18

### Professional learning and teacher accreditation

In 2018 49% of staff were accredited at Proficient and 51% were maintaining their Proficiency NESA accreditation.

All teachers are provided with ongoing professional learning support to ensure that quality teaching practice is maintained and strategic directions are achieved.

Highlights of Professional Learning for Teachers in 2018 include:

### Numeracy and Literacy

\* English K–6 Syllabus : English Conceptual Units planning and programming with a focus on incorporating functional grammar into writing tasks.

\* Introduction to the Literacy and Numeracy Progressions and PLAN2 to plan, program and differentiate teaching and learning programs.

\* Problem solving in mathematics: a school–wide model for problem solving and a scope and sequence for appropriate strategies were introduced.

### **Futures Learning**

\* Teacher representation at EduTech18 and KSP Tours: connecting in with futures–focused practitioners to assist with future planning for LEPS

\* Coding & Minecraft Education – looking into virtual world integration into teaching KLAs across the board.

\* The STEM committee presented information and ideas using coding, Minecraft, and robots, allowing staff to experiment with lessons utilising Ozobots, EV–3 kits and Minecraft Education.

\* 2 teams entered the 2018 FFL Robotics Competition.

\* Developed a 5–year projection including an overview of pedagogical support for the roll–out of furniture.

### **Beginner Teacher**

Utilising the Beginning Teachers Support Funding made available under the GTIL, eligible teachers at our school have participated in a professional learning program, the New Teacher Network (ntn). Facilitated by a highly experienced mentor, teachers met in a cluster of schools on a regular basis throughout the year.

As a result of the ntn sessions, focussed on collaboration and reflection, the professional growth and wellbeing of our beginning teachers was further enhanced and supported through their learning, sharing and implementation of:

1. Successful classroom and behaviour management strategies.
2. Ideas for deeper engagement of students in their learning.
3. Proactive and productive strategies for developing positive partnerships with parents.
4. Successful report writing and resilience techniques.
5. Highly effective time management and organisational skills.

In addition, highly valued visits were organised to observe teachers in action in a variety of school settings.

### **Outdoor Education**

\* The Outdoor Education Committee presented resources, websites and suggestions for planned lesson activities outdoors.

\* Group members made direct contact gaining expert advice from The Field of Mars Environmental Centre, Kur–ring–gai Council and the Ryde Environmental Education Network. Committee members evaluated the Field of Mars ibooks to be added to requested iPads.

\* The committee considered suggestions and kind support offered by Kur–ring–gai Council Greenstyle Advisors, after an extensive walking tour and audit of LEPS grounds. They were impressed with our current outdoor environment and the work of our General Assistant, recommending planting of native tube stock, including Bush Tucker species as supplied by council.

\* Teachers were encouraged to continue promoting our rich outdoor school environment with a variety of valuable Science, History, Geography, Art, Maths and English fieldwork lessons, especially in our Eco garden, bush trail areas.

\* Science teacher representation at NESA accredited Planning and Programming workshop – Science and Technology K–6 with follow up a presentation to our teachers in our end of year TPL session.

## **Financial information**

### **Financial summary**

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,141,970
<b>Revenue</b>	6,547,166
Appropriation	5,495,040
Sale of Goods and Services	40,260
Grants and Contributions	996,485
Gain and Loss	0
Other Revenue	5,828
Investment Income	9,553
<b>Expenses</b>	-6,692,387
Recurrent Expenses	-6,692,387
Employee Related	-5,215,113
Operating Expenses	-1,477,274
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-145,221
<b>Balance Carried Forward</b>	996,749

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

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

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.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,699,880
Base Per Capita	142,126
Base Location	0
Other Base	4,557,754
<b>Equity Total</b>	233,483
Equity Aboriginal	0
Equity Socio economic	3,232
Equity Language	142,283
Equity Disability	87,968
<b>Targeted Total</b>	30,428
<b>Other Total</b>	338,897
<b>Grand Total</b>	5,302,689

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## 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.

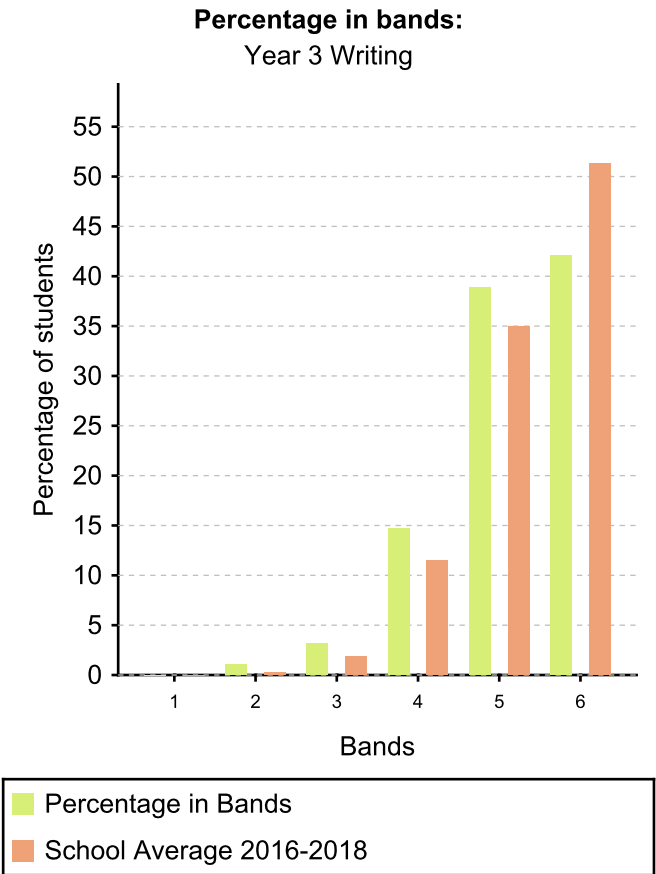
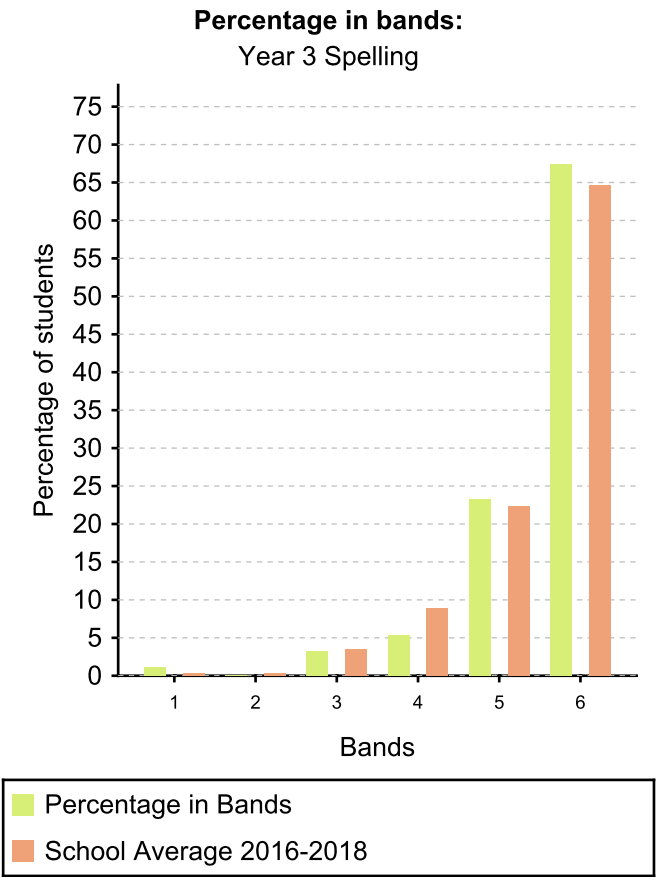
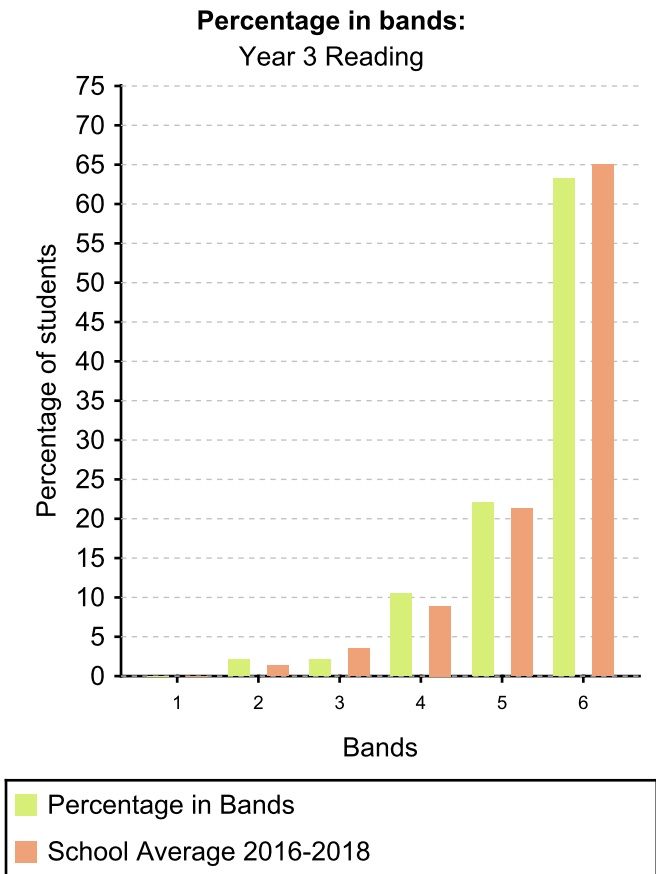
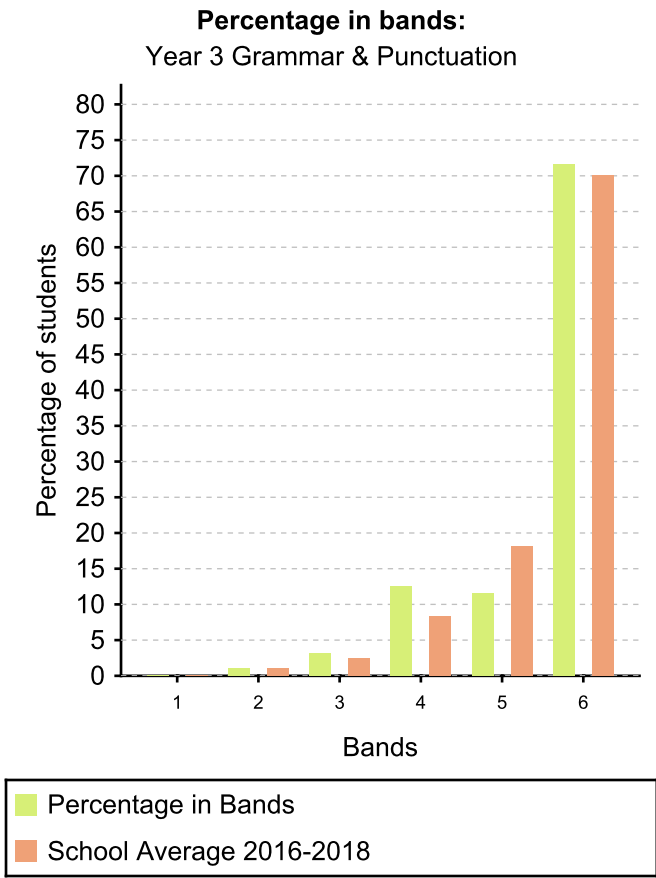
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

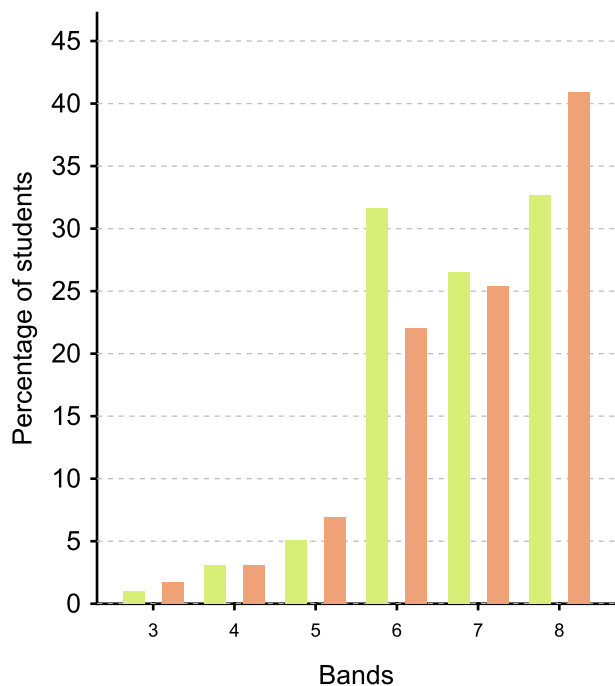
Our results in the Year 3 Literacy NAPLAN assessments saw improvement overall in 2018. Over 83% of students achieved in top 2 bands (Bands 5–6) for Grammar and Punctuation which is steady with previous NAPLAN results. 85% of students achieved in the top 2 bands for Reading and almost 92% of students in the top 2 bands for Spelling. In the writing component of Year 3 NAPLAN 81% of students achieved results in bands 5 or above.



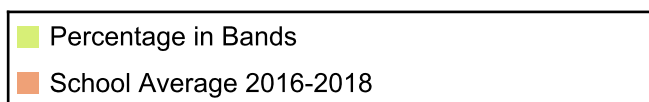
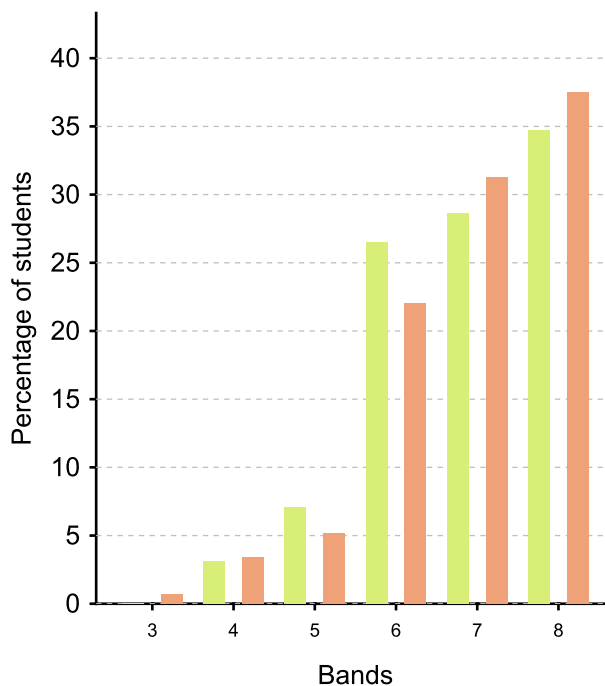
In the Year 5 Literacy NAPLAN assessment 59% of students achieved in the top 2 bands for Grammar and Punctuation and 63% scored in the top 2 bands for Reading. 60% of the Year 5 cohort achieved a band 7 or 8 in Spelling and almost 32% of students achieved a band 7 or higher for the NAPLAN writing assessment.



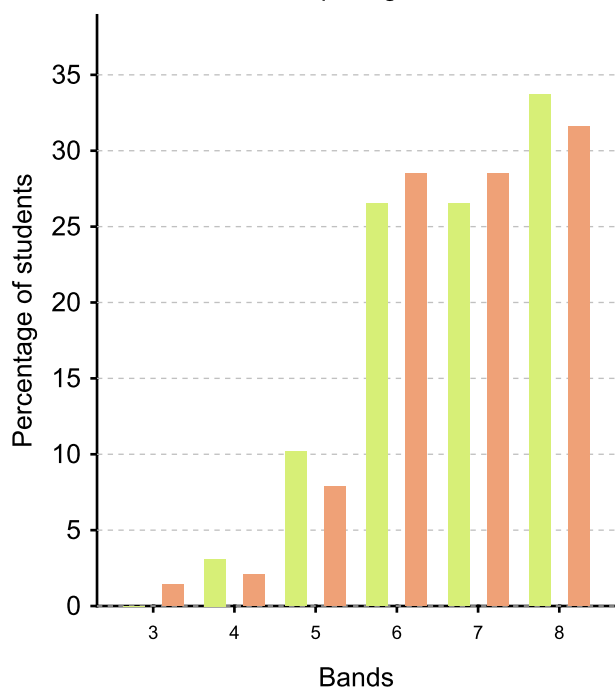
**Percentage in bands:**  
Year 5 Grammar & Punctuation



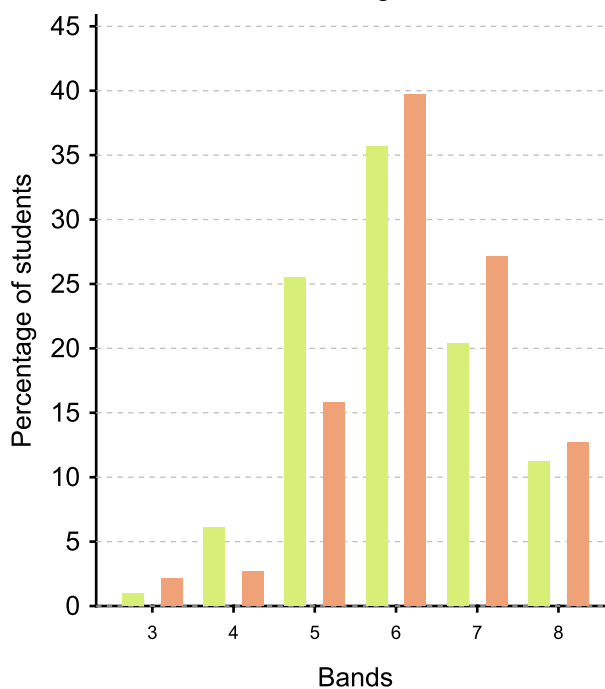
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Spelling



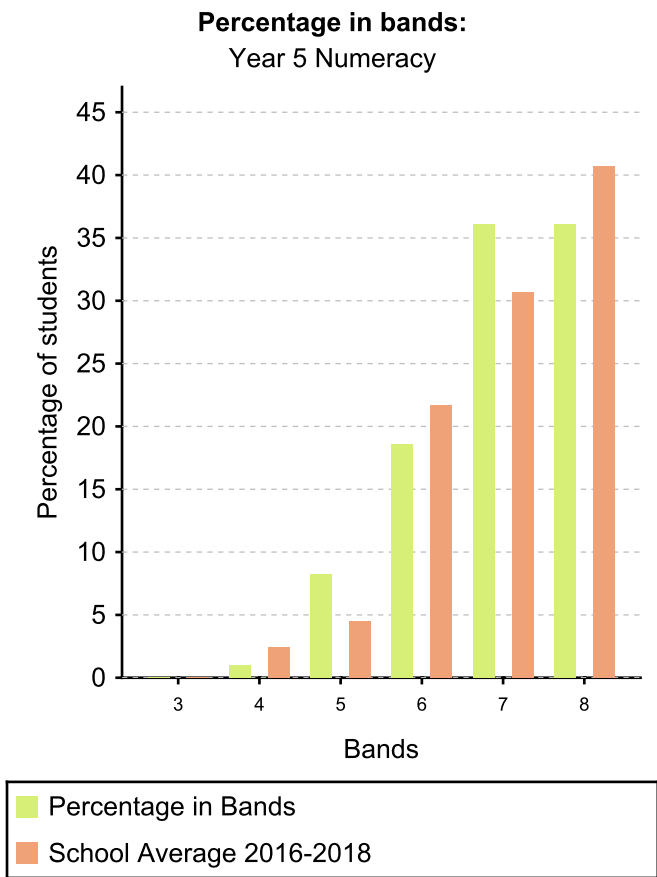
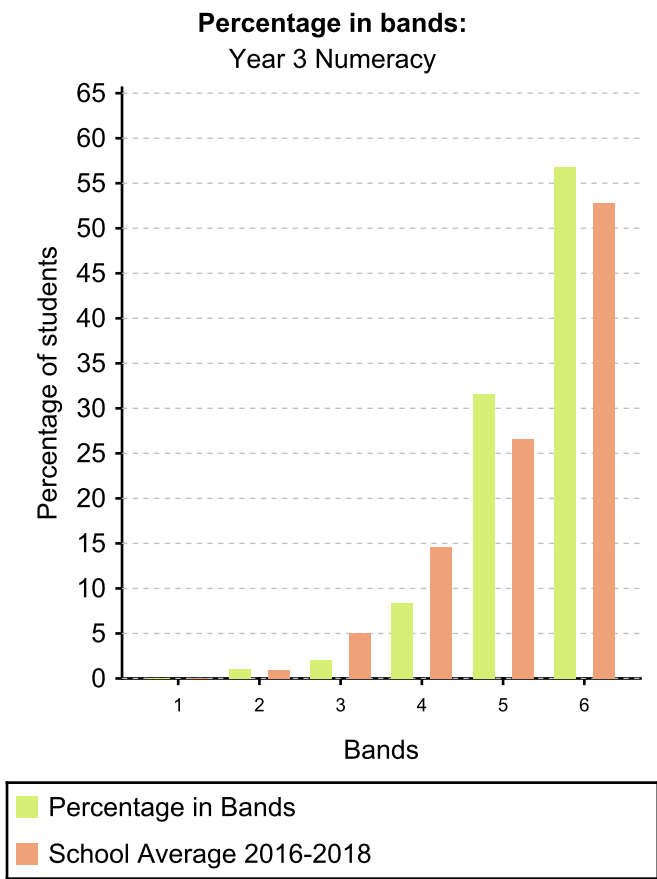
**Percentage in bands:**  
Year 5 Writing



In Year 3 Numeracy NAPLAN results were outstanding, with 57% of students achieving in the very top band. This is above the school average for the past 3 years. This year a total of 89% of our cohort achieved in the the 2 bands.

72% of Year 5 students achieved in the top 2 bands for Numeracy in 2018. There was a significant increase in

the percentage of students in band 7 compared to the past 3 years, however, there was a decrease in the number of Year 5 students in the top band for numeracy compared to the average of the past 3 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.

In 2018 Lindfield East Public School has no Aboriginal Students attend our school or sit NAPLAN.

## Parent/caregiver, student, teacher satisfaction

### Student Survey

This year 276 students in Years 4–6 took part in the Tell Them From Me Survey, which included nine measures of student engagement alongside the five drivers of student outcomes (quality instruction, teacher–student relations, classroom learning climate, expectations for success, and student advocacy). The survey is designed to provide insight to help guide school planning and identify school improvement initiatives. Here is a snap shot of some of the results.

### Social–Emotional Outcomes

\* 88% of students have a high participation rate in sports with an instructor at school (83% NSW Govt Norm).

\* 68% of students have a high rate of participation in extracurricular activities (55% NSW Govt Norm).

\* 89% of students have friends at school they can trust and who encourage them to make positive choices (85% NSW Govt Norm).

\* 96% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future (96% NSW Govt Norm).

\* 67% of students do homework for their classes with a positive attitude and in a timely manner (63% NSW Govt Norm).

\* 96% of students do not get in trouble at school for disruptive or inappropriate behaviour (83% NSW Govt Norm).

\* 91% of students try hard to succeed in their learning (88% NSW Govt Norm).

Drivers of Student Outcomes – these results show the average scores on a ten–point scale for each statement.

\* Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives (7.7).

\* Students find classroom instruction relevant to their everyday lives (8.1).

\* Students feel classroom instruction is well organised, with a clear purpose, and with immediate feedback that helps them learn (7.9).

\* 25% of students believe they have been victims of

bullying (36% NSW Govt Norm)

\* Students feel they have someone at school who consistently provides encouragement and can be turned to for advice (7.3).

\* Students feel teachers are responsive to their needs and encourage independence with a democratic approach (8.0).

\* Students understand there are clear rules and expectations for classroom behaviour (7.2).

\* School staff emphasise academic skills and hold high expectations for all students to succeed (8.7).

#### **Staff Survey**

In 2018 teachers staff were surveyed about future focused learning at our school with the following views:

\* 94% of respondents believe that we should continue to build staff capacity to use technology as a tool to inspire students to become independent learners.

\* 78% of staff survey stated that the school should continue to invest in resources in developing innovative learning spaces across the school.

\* 83% of staff believe that the school has successfully used a range of measures to educate students about cyber safety.

\* 94% of staff agreed that the school should continue to discourage all students K–6 from engaging in the use of social media that stipulates a joining age of 13 years.

\* 83% of staff believe that the school should continue to develop and promote existing learning partnerships with schools in Menindee and China as well as remaining a foundation member of the City–Country Alliance of schools.

\* 78% of staff surveyed believe that the school should continue to explicitly teach coding skills in all grades.

\* 83% of respondents believe that our school offers a range of opportunities for students to develop their technology skills in all key learning areas.

#### **Parent Survey**

In 2018 parents were surveyed about future focused learning at our school with the following views:

\* 89% of respondents believed that we should continue to build staff capacity to use technology as a tool to inspire students to become independent learners.

\* 50% of respondents agreed with the statement that their child uses technology that develops their ability to think creatively, think critically, work collaboratively and communicate effectively.

\* 89% of parents surveyed believed that the school should continue to invest resources in developing innovative learning spaces across the school.

\* 67% of respondents agreed that the school has

successfully used a range of measures to educate students about cyber–safety.

\* 94% of parents surveyed believed that the school should continue to discourage all students K–6 from engaging in the use of social media that stipulates a joining age of 13 years.

\* 72% of parents surveyed believed that the school should continue to develop and promote existing learning partnerships with schools in Menindee and China as well as remaining a foundation member of the City–Country Alliance of schools.

\* 88% of parents surveyed believed that the school should continue to explicitly teach coding skills in all grades

\*83% of respondents agreed that the school offers a range of opportunities for students to develop their technology skills in all key learning areas.

## **Policy requirements**

### **Aboriginal education**

In 2018 LEPS continued to build upon its strong indigenous education program. As part of a cultural exchange program, students in Year 6 took part in three visits to Menindee Central School, learning about the culture and history of the region and attending classes at the school. Students from Menindee Central School in turn visited LEPS and engaged with the school community and teaching and learning programs. In addition, student leaders attended the Mungo Youth Project (MYP) with leaders from other schools. The MYP is a 'research in schools' program that culminates in a three day conference hosted by the Traditional Elder communities within the Willandra Lakes Region World Heritage Area. All teaching and learning program incorporate the Cross–curriculum priority of Aboriginal and Torres Strait Islander histories and cultures. In particular the new Geography Syllabus units K–6 developed resources that ensured cross–curriculum priorities were included.

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

Lindfield East Public School continues to celebrate its multiculturally harmonious community, with core values of inclusion, acceptance and tolerance being promoted in all activities. The Community Language program (Mandarin) is provided 5 days a week and the EAL/D program has 5 days of permanent specialist teaching per week. All non Chinese speaking background students K–6 participated in weekly language and cultural Mandarin lessons delivered by a specialist Mandarin teacher.

The Chinese Lion and Dragon Dancers performed at Greenacre Public School's International Day and at the LEPS Education Week, Open Day. Demonstrating our commitment to global awareness and intercultural understanding, a group of teachers and students from our Chinese Sister School, Chaoyang Demonstration

School Beijing visited Lindfield East Public School (LEPS) in Term Two. A reciprocal visit by students and staff from LEPS is currently being organised for 2019.

Anti-racism is explicitly promoted through school policy, Bounce Back lessons, personal development programs, assemblies and participation in the 'National Day of Action against Bullying and Violence'. An Anti Racism Contact Officer (ARCO) position has been established in the school and a staff member has attended training in order to fulfill the role within the school community.