

Lindsay Park Public School

Annual Report



2018



4042

Introduction

The Annual Report for **2018** is provided to the community of Lindsay Park Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jacqueline Conway

Principal

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Message from the Principal

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 the evidence in this report is the result of our collective work; parents, teachers and students working together.

As I reflect on the year, there are so many events 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.

This year, I experienced Berry Camp for the first time with Stage 3, where friendships were forged, challenges accepted, memories were made and sleep was definitely optional.

The P&C coordinated our first ever Colour Run, an awesome event, raising over \$20,000, the proceeds of which can be seen on any given day as kids come through my office sharing their learning using an iPad to record their strategies.

And who could forget the elation every time our girls won through to the next round in the Paul Kelly Cup, culminating in a grand final win at the Sydney Cricket Ground. And of course, not to be outdone, the boys soccer team, who also just kept winning round after round, leading their parents and Mr Irish all the way to Griffith.

And while I'm talking tenacity, the teachers at Lindsay Park embarked on a rigorous course of professional learning this year to embed evidence-based pedagogy in every classroom. Our School Learning and Support Officers trained in MultiLit to strengthen their ability to support our kids. And our office staff work tirelessly and really are the backbone of our whole operation. The results of which are seen in our student achievements…from NAPLAN results that show students working well beyond their grade expectation to the student who came to my office, bursting with pride having finally conquered the ability to decode words and experience the joy of reading.

I would like to sincerely thank the staff at Lindsay Park for their unwavering commitment to students, their learning and wellbeing. The strong relationships our teachers, our school support and administrative staff build with kids is why we are so successful. I am grateful every single day for the care and dedication the staff bring to our school.

I would also like to thank our school community, the parents of the students we teach every day. Our relationship with you is so important for student success and I am thankful for all the work you do, behind the scenes and here at school to support our kids.

This year, Miss Tara Martin, one of our early career teachers and Mrs Kerryn Morrison, the P&C President received

network awards, with Miss Martin being recognised across the region in her category.

I feel very privileged and proud to lead Lindsay Park Public School. This annual report reflects student and staff perseverance to achieve continual improvement and progress.

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 achievement and areas for development.

Jacqueline Conway

Message from the school community

The role of P&C President is one of privilege not power, and it has been a pleasure to be part of the P&C as it is a collaboration, a great example of how a group of people invested in our school community can work together as a team. In 2018, many parents coordinated, volunteered and contributed to different school events, for which I offer my sincere thanks and appreciation. The P&C also had parent representatives on staff recruitment panels and school policy development committees, distributed P&C newsletters to keep the community informed of our activities and we submitted an application for the Community Building Partnerships Fund where the school was successful in obtaining a government grant of \$14,500 for carpark and pedestrian safety measures. A big thanks to the 40+ canteen volunteers who gave up their time on a monthly basis to service our school. Many of our P&C committee members helped throughout the year in so many ways and I thank you for all you have done. Special mention to Jody, our Canteen Coordinator; Turkan who is our Uniform Shop Coordinator; Raelene, Auxiliary Convenor; Nicole who is the Secretary and Peter, our Treasurer.

The P&C events across the year included 'Tea and Tissues' morning for new Kinder parents, Welcome BBQ, the hugely successful Colour Fun Run, Cross Country refreshments stall, Grandparents morning tea, Homeless Hub food drive, Athletics Carnival canteen, the Glamour and Gatsby Disco, the fun-filled trivia night and Scholastic Book Club. Our regular fundraising activities have continued including the Easter and Christmas raffles; Mother's Day, Father's Day and Christmas stalls. Thanks to Joseph and the Bell family for establishing the Return and Earn program in our school. In 2018, the P&C raised approximately \$21,000 with funds contributing to the purchase of laptops and iPads for use in classrooms, library shelving and new books, air conditioning, school signage, subsidising the InterRelate program and the Adopt and Cow program. At the end of 2018 we continued the tradition of acknowledging parents leaving the school, thanking them for their valuable contributions.

I would like to acknowledge our amazing teaching and school support staff under the leadership of Mrs Conway. Thanks for your enthusiasm, efforts and investment in creating a successful and supportive learning environment for our children. Lindsay Park Public School has a wonderful community and we should be proud of our achievement in 2018.

Kerryn Morrison

Outgoing 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 2018 there are 16 classes with an enrolment of approximately 403 students, including 9 Aboriginal students and 85 students from language backgrounds other than English. The school has had a period of sustained growth in its student population and during this time there has also been a period of staff turnover due to retirement. The mission statement 'Learning for Living,' is central to the philosophy of the school. Our aim is to promote educational opportunities and positive social interactions, which lay strong foundations, for the future.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. Our school consulted with staff and executive to evaluate our progress using the School Excellence Framework version 2 through discussion and analysis of evidence. We evaluated our school in:

The Learning Domain as:

- Sustaining and growing for the elements of: learning culture, assessment and reporting.
- Delivering for the elements of wellbeing, curriculum and student performance measures.

The Teaching Domain as:

- Sustaining and growing for the elements of: effective classroom practice and professional standards.
- Delivering for the elements of data skills and use and learning and development.

The Leading Domain as:

- Sustaining and growing for the elements of: educational leadership, school resources and management practices and processes.
- Delivering in the element of school planning, implementation and reporting.

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/sef-evidence-guide>

Strategic Direction 1

Explicit, evidence-informed teaching

Purpose

To create a culture of high expectations through strategic assessment, evidence-informed learning and effective feedback. Students are empowered to reflect and become responsive learners.

Overall summary of progress

Strong, differentiated practices in reading and comprehension is evident in all classrooms. An extensive maths evaluation was undertaken this year and a whole-school commitment to professional learning and evidence-based pedagogy will transform maths teaching and learning over the coming years. Visible learning continues to be embedded in all classrooms through a whole school approach to professional learning and classroom observations and feedback. Learning Intentions and Success Criteria are evident in English and Mathematics and feedback is used more consistently between teachers and students to focus learning. There has been improved triangulation of assessment data, providing a reliable indication of student achievement. Consistent teacher practices are more widely used across stages. The Learning Support Team works in classrooms to provide support and mentoring for students and teachers to differentiate the curriculum to maximise outcomes for all students. Individual Learning Plans (ILPs) are written, communicated and used for improving student learning in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers deliver effective classroom practice in literacy and numeracy resulting in differentiated learning meeting the needs of all students.	QTSS funds used to release staff \$73,000 Maths Evaluation \$11,000 L3 \$3000 SLSO support \$100,000 Anita Chin PL \$2500 Building Blocks planning \$1000	Strategic formal and informal professional learning, mostly on site, continually builds teacher knowledge and understanding through sharing practices, observation, discussion, mentoring, collaboration and use of student data. Students are engaged in learning that is meaningful and at challenge level. This is having a measurable impact on student results.
85% of students will achieve their year appropriate standard in literacy and numeracy with 20% above expected standard.	PAT subscription \$1500	Progressive Achievement Tests indicate that across each grade level, our students are above the national median average in Maths. In Reading, all years except Year 2 and 3 are above the national median average. Year 5 Numeracy NAPLAN has 41% in proficiency bands and 4.4% above proficiency. Year 5 Reading NAPLAN has 45% in proficiency bands and 7% above proficiency. Year 3 Numeracy and Reading NAPLAN has 53% in proficiency bands and 17% above proficiency.
The school achieves value-add results of Sustaining and Growing or above.	Professional Learning \$5000 SLSO support \$100,000 LaST \$73,000	In NAPLAN, we have grown our students in top 2 bands for reading and numeracy by 2.4% (Premier's Priority). PAT assessment scores for students Year 1-6 indicate we are above the national median average for Maths and Reading.
Increased effective use of Assessment for Learning	Professional Learning \$5000	100% of staff have been involved in ongoing Visible Learning workshops and participated in lesson

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
strategies by both students and teachers, is evident in every classroom.		observations where they sought and shared feedback on their use of assessment for learning strategies. 59% of staff always use learning intentions and success criteria (LISC) across their teaching and learning programs as indicated by the teacher Assessment For Learning survey. Photo elicitation indicates that students understand the purpose of LISC and it is used consistently across classrooms in English and Maths.

Next Steps

Embed Learning Intentions/ Success Criteria across all KLAs and develop more consistent, focused feedback processes between teachers–students, students–students and teachers–teachers that relate specifically to how to improve.

Focus on student growth through differentiation. Shorter planning cycles to ensure learning is responsive to individual student need. Utilise the learning progressions.

Personalised professional learning provided for all teachers in Maths through the appointment of an Instructional Leader. Completion of Focus on Reading modules. Whole school focus on writing using the progressions.

Reflect on LST intervention provided to ensure that students' learning needs are met and documentation between all staff is coordinated and focused. Differentiation needs to be clearly articulated in teaching and learning programs and the learning adjustments being made.



Strategic Direction 2

Future-focused learning

Purpose

To ensure a student-centred learning environment to produce independent, adaptable, collaborative learners who think critically and creatively. Teachers deliver a diverse and responsive curriculum to develop deep understanding within their students.

Overall summary of progress

An audit of the school's technology resources was undertaken to strategically fund our focus on integrating technology into all classrooms. Our P&C was vital in providing additional funding to support this direction. Four teachers attended Minds Wide Open professional learning in Critical and Creative Thinking and Design Thinking and shared this PL across all staff. A school framework was developed for inquiry learning, utilising the CCT general capabilities linked to the Minds Wide Open PL. Critical, creative and design thinking has been piloted in the Library through RFF as well as LST intervention. There is a greater awareness of the general capabilities and how they can be integrated across all key learning areas. The school accessed the newly launched DoE STEMShare Library, with Film Making tools being used across Stage 2 and 3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve the percentage of students who indicate positive social and emotional outcomes as indicated by Tell Them From Me.	LaST/ Wellbeing Coordinator \$37,000	93% of students have positive behaviour at school, which is 10% above the state norm. This is supported by our discipline and suspension data. 89% of students have positive relationships with their peers, 4% above the state norm. 81% of students report a positive sense of belonging. 96% of students value schooling outcomes. 91% of students try hard to succeed.
Increase the effective use and integration of technology by students and teachers for quality teaching, learning and assessment.	Computer coordinator days \$6000 iPads \$20,000 Mac Mini \$750 Zulu setup/ subscription \$2000 Laptops \$7 560 + T4L points	Purchase of 50 iPads to be utilised across K-2 and the Library. Professional learning for staff to utilise apps that develop collaboration, problem solving, creative thinking. Additional 12 iPads for the Library to support the implementation of the Thinking Caps strategy and inquiry approach. 12 Laptops added to the Stage 2 and 3 fleet to support teachers and students in learning. 79% of students indicate they use a computer or tablet as part of their school work at least twice a week or almost every day. Staff have undertaken a survey to determine their level of technology integration based on the SAMR model. This will inform future professional learning needs for staff.
100% of teaching and learning programs reflect an effective integrated, inquiry-based approach to meet the demands of the curriculum.	Stage planning days \$18,000 Minds Wide Open PL \$3500 Science syllabus PL \$1500	There is a collective desire across all stage teams to integrate planning so that deep, connected learning is embedded. Staff have the general capabilities framework for Literacy, Numeracy, Information Communication Technology and Critical and Creative Thinking in their programs. Some staff are beginning to demonstrate links across KLAS.

Next Steps

Focus on deep, meaningful learning that is significant and connected by linking skills and capabilities. Greater understanding and use of the general capabilities frameworks.

Conduct student focus groups for further analysis of the Tell Them From Me survey findings, particularly regarding students who are interested and motivated and involved in extra-curricular activities.

Utilise the SAMR survey to inform professional learning needs for staff in better integrating technology into their teaching, learning and assessment practices.

Introduce STEM practices into the curriculum.

Embed the thinking caps approach across more classrooms.



Strategic Direction 3

Evaluative practices

Purpose

To continually strive for school improvement and excellence through evaluative practices, professional learning and collaboration. Strong, strategic and effective leadership fosters a shared sense of responsibility for student engagement, learning, development and success.

Overall summary of progress

The 2018 evaluation process has been effectively and strategically planned in alignment with the School Plan. A wide variety of evidence has been collected and analysed. There is a strong culture of professional learning, with new learning in assessment practices, maths pedagogy, inquiry learning and integration of technology. Staff utilise their own performance and development plan to continually develop and refine their teaching skills and knowledge. This year there has been a focus on leadership development with specific learning for the executive team and aspiring leaders. Lindsay Park Public continues to build strong links with parents and other groups within the educational and local community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased leadership capacity as evidenced by the Teaching and Principal Standards, leadership profiles and improved use of the School Excellence Cycle.	Growth coaching for executive \$2000 Using Data with Confidence PL \$1000 Professional Learning Space \$15,000	Teacher-led evaluation into maths teaching and learning at LPPS using the logic model. This teacher was nominated and received a regional teaching award for excellence. Each member of the executive team led fortnightly QTSS sessions with their teams focusing on providing feedback that continually moves teachers towards improved practice and pedagogy.
Increased percentage of staff who achieve their annual Performance and Development goals as outlined in their Performance and Development Plan.	The Third Space PL \$3000 PL for staff \$5000	A professional learning schedule integrates whole school, stage and personal performance and development. Assessment for Learning workshops were delivered throughout the year to all staff. As a result of the Maths Evaluation, all staff engaged in Building Blocks to develop quality Maths pedagogy. Staff were supported through fortnightly QTSS sessions where lesson observations, feedback, consistent teacher judgement, data analysis and collaborative planning ensured all staff were supported to meet their PDP goals. 100% of PDP goals align to the school plan, and staff also reference the teaching standards.
Effectively engage with parents, other schools and organisations to share and improve practice.	iPad inter-school visits for K-2 teachers \$2000 Community events \$2000	The response from parents providing feedback for our annual evaluation processes has increased by 35%. Survey results indicate our school is above the state norm across all domains. In particular, parents feel welcome and informed. 47% of parents attended the school more than 3 times for meetings or social functions. 75% of parents feel confident to support their child's literacy and numeracy development.

Next Steps

Explore the notion of collective teacher efficacy as a key driver of whole school improvement.

Develop milestone teams to drive the strategic improvement process within the school plan.

Appoint an Instructional Leader Numeracy to provide ongoing feedback, coaching and collaboration to teachers for planning, teaching and assessing maths K–6.

Complete wellbeing review and implement new procedures with regard to the wellbeing policy, anti-bullying policy, integration of PD/H/PE and whole school values.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$12, 231</p> <p>\$9,000 committed to the payment of SLSOs to support our ATSI students in the classroom.</p> <p>\$3,500 Cultural awareness program for Stage 3 students</p>	<p>3 out of 5 Year 3 ATSI students achieved higher than state average for Reading and Numeracy in Naplan. 2 out of 3 Year 5 ATSI students achieved expected growth in Naplan Reading while the other Year 5 student achieved expected growth in Naplan Numeracy.</p> <p>This bi-annual program aims to develop all student's understanding and appreciation for Aboriginal history, trade, food and stories.</p>
English language proficiency	<p>\$24, 658 committed to the payment of an Arabic speaking SLSO to support our refugee/ EAL/D students in the classroom.</p>	<p>50% of students on EAL/D progressions achieving at least expected growth in NAPLAN numeracy and reading.</p>
Low level adjustment for disability	<p>\$72, 879 Learning and Support Teacher</p> <p>\$33, 538 committed to the payment of SLSOs to support students in the classroom.</p>	<p>Students supported with a mixture of individual and small groups – see Strategic Direction One.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$73, 191 additional release for all teachers to meet fortnightly with their stage team to share practices, observe and provide feedback, discussion, mentoring, collaboration and use of student data.</p>	<p>See Strategic Direction One.</p>
Socio-economic background	<p>\$20, 619 to provide additional release for stage teams to collaboratively plan integrated teaching and learning, embedding technology as collaborative learning tools.</p>	<p>See Strategic Direction Two.</p>
Support for beginning teachers	<p>\$17, 950</p> <p>All courses and training provided to beginning teachers was funded through beginning teacher funds including L3 training.</p> <p>\$3000 course fee for Art of Leadership – targeting at beginning teacher who is an aspiring leader.</p> <p>Approx \$5000 was managed over the year to pay for teacher release and work with mentor.</p>	<p>Beginning teacher won a regional excellence award in her category. Award detailed the teacher's work in evaluating current practice in maths at LPPS and using research and the logic model to create the imperative to change. She worked with an AP mentor to continually evaluate and receive feedback on her work.</p> <p>1 of 2 teachers achieved their accreditation this year.</p> <p>A portion of beginning teacher funds held over for 2019 to support L3 training (for temporary teacher).</p>
Targeted student support for refugees and new arrivals	<p>\$6,942 committed to the payment of an Arabic speaking SLSO to support our refugee students in the classroom.</p>	<p>Supportive relationships exist between school and our refugee families. The Arabic language is valued and students are supported.</p>

Flexible Funding for Wellbeing Services

\$38, 130 Learning Support Team – additional Learning and Support Teacher days.

Students supported with a mixture of individual and small groups – see Strategic Direction One.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	191	212	219	213
Girls	157	175	190	190

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	95.3	94.7	95.3
1	95.4	94.1	94.1	94.1
2	94.2	95	93.5	94.5
3	96.7	94	94.8	94.2
4	94.1	94.2	93.7	92.9
5	95.4	95	94.3	93.5
6	93.1	93.8	93.4	95.5
All Years	94.9	94.5	94.1	94.2
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

Expectations about attendance are promoted and followed up. The school contacts parents for unexplained absences, sends regular letters home and has updates in the newsletter about attendance. Monitoring of absences occurs by the Principal together with the classroom teacher and the learning support team.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.08
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*Full Time Equivalent

Lindsay Park Public School is fortunate to have a team of dedicated teachers and support staff who are committed professionals. We have some teachers who are part-time or job share. We also have a number of extra staff funded through school funds to support learning at our school. We do not have any Indigenous 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	20

Professional learning and teacher accreditation

Professional learning is embedded in classroom practice with a strong focus on improving student achievement and engagement. School based funds together with funds provided by the Department are combined to ensure that our staff access current educational thinking and have time for professional dialogue, sharing practices, reflection, observation, discussion, feedback, mentoring, coaching and collaboration. Professional learning is aligned to the school plan. See the Strategic Directions for more detail on the impact in 2018.

All staff have Performance and Development Plans and meet with the Principal and their supervisors to discuss progress towards the achievement of their PDP goals. All staff are maintaining accreditation, with one beginning teacher yet to submit her accreditation report for proficiency.

Early career teachers are supported and mentored in their growth and development. Beginning teachers

have mentors and supervisors who induct them to our school and guide them with their accreditation. They also have support through additional time, collegial discussions, lesson observations, feedback and professional learning to ensure a strong start to the profession.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	134,290
Revenue	3,488,716
Appropriation	3,295,139
Sale of Goods and Services	3,967
Grants and Contributions	187,374
Gain and Loss	0
Other Revenue	0
Investment Income	2,235
Expenses	-3,424,972
Recurrent Expenses	-3,424,972
Employee Related	-3,041,569
Operating Expenses	-383,403
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	63,744
Balance Carried Forward	198,034

The school finances are monitored through regular budget meetings with priorities and decisions reflecting DoE policy requirements. The school has an Outside Hours School Care provider which amounts to \$22,000 in revenue to the school. There was a major Stage 3 camp to Berry Sport and Recreation Centre which cost approximately \$45,000. *Employee Related* expenses refers to staff salaries. Funds carried forward will contribute to the replacement of five interactive panels for classrooms, a new lawn mower, replacement photocopier in the professional learning space and upgrade to the staffroom, continuation of work to be completed as outlined by the 2018 tree report, iPad for every classroom to assist with PLAN 2 tracking, classroom furniture upgrade and outdoor furniture.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,682,140
Base Per Capita	79,088
Base Location	0
Other Base	2,603,052
Equity Total	163,925
Equity Aboriginal	12,231
Equity Socio economic	20,619
Equity Language	24,658
Equity Disability	106,417
Targeted Total	163,477
Other Total	168,140
Grand Total	3,177,682

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.

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.

53% of Year 3 students achieved in the proficiency bands (band 5 and 6) for reading with 17% of these students achieving bands 7–10. 45% of Year 5

students achieved in the proficiency bands (bands 7 and 8) for reading with 7% of these students achieving bands 9–10. The average scaled growth for Year 5 students in Reading was 84.8, above same school groups and state average. In writing, Year 5 average scaled growth was 59, significantly above state average (47.6). 58% of Year 3 students achieved in the proficiency bands for Writing. 57% of Year 3 and 50% of Year 5 students achieved in the proficiency bands for grammar and punctuation.

53% of students in Year 3 achieved in the proficiency bands (band 5 and 6) and 41% of students in Year 5 achieved in the proficiency bands (band 7 and 8) for numeracy. This is well above the state average. 56% of Year 5 students achieved expected growth or above in numeracy.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The school has grown students in Year 3 and Year 5 performing in the top 2 bands for literacy and numeracy by 2.4%. The percentage of Aboriginal students in the top 2 bands for reading and numeracy has increased by 8% over the last 4 years.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Overall parents are very satisfied with our school and what we offer. 42% of parents returned the survey, an increase of 35% from 2017. All staff and students in Year 4, 5 and 6 complete the survey.

Parent survey results indicate our school is above the state norm across all domains. In particular, parents feel welcome and informed. 47% of parents attended the school more than 3 times for meetings or social functions. 75% of parents feel confident to support their child's literacy and numeracy development. An area that we will continue to focus on is helping parents to support learning at home.

There were positive responses from teachers, and a significant increase in the scores from 2017 to 2018 in the areas of Leadership, Parent Involvement and Technology which aligns very well with the improvement measures in the school plan. An area for focus in 2019 is data informing practice, with particular regard to formal assessment rather than formative assessment strategies that have been a focus in 2018.

Student responses to the survey were very positive. 93% of students have positive behaviour at school, which is 10% above the state norm. This is supported by our discipline and suspension data. 89% of students have positive relationships with their peers, 4% above the state norm. 81% of students report a positive sense of belonging. 96% of student value schooling outcomes. 91% of students try hard to succeed. An area that we will continue to focus on is how we can increase the percentage of students indicating high scores in interest and motivation questions on Tell Them From Me survey.



Policy requirements

Aboriginal education

The school continues to provide support for our Aboriginal students and to implement programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The impact we have made for our students and community is described in Key Initiatives table and in the Strategic Directions. This is indicative of how embedded the focus on our Indigenous students is, in all facets of our work.



Multicultural and anti-racism education

Lindsay Park Public School ensures that multicultural perspectives are embedded into our daily teaching and learning. Students develop knowledge, skills, values and attitudes to truly appreciate and understand our culturally diverse society. Primarily this is delivered through exploring the history and culture that has become Australia's diverse population. Our team of staff enthusiastically ensure they foster an inclusive school community and provide an anti-discriminative environment. To ensure multicultural perspectives are considered in the school, a member of our staff is a qualified Anti-Racism Contact Officer. This supports the school in monitoring that multiculturalism remains a priority in our curriculum and that any form of discrimination can be dealt with in a timely and appropriate manner.