

Lindfield East Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

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Message from the principal

The 2019 Annual School Report provides an overview of the exemplary achievements celebrated by Lindfield East Public School. The school fosters strong community spirit through a wide range of activities, centred on the improvement of student outcomes. It is only with the support of the professional teaching staff at Lindfield East Public School that challenging academic, sporting, arts and social programs are successfully provided. The depth of quality teaching that occurs within the school instils a 'love of learning' and inspires the many students who undertake their learning at Lindfield East Public School to achieve to their full potential.

Amongst the many achievements of Lindfield East Public School in 2019, Coding lessons continue to be provided to all students K–6. Using the 'Minecraft for Education' program, students learnt and refined their skills in programming and coding by creating their own projects using Blockly coding and Python. Flexible learning spaces are available for all Stage 3 classrooms providing opportunities for students to work collaboratively.

The school continued its strong commitment to the performing arts with the biennial LEPS Spectacular which was held in Term 3. Talented students showcased their skills performing a range of dance, musical and sporting items. 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 2019. NSW School Band and Orchestra Festival Results: Performance Band & Concert Band: Silver Award and Training Band: Gold Award. Hornsby North Band Festival Results: Performance Band & Concert Band: Distinction, Training Band: High Distinction.

Demonstrating our continued commitment to global awareness, a group of four teachers and twenty-one students visited our Chinese Sister School, Chaoyang Demonstration School, in Beijing during the Spring break, consolidating and promoting valuable intercultural understanding.

Lindfield East Public School 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 Lindfield East Public School and engaged with the school community and teaching and learning programs. In addition, student leaders attended the Mungo YouthProject (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 in the Willandra Lakes Region World Heritage Area.

Thank you to the P&C for their continued support and financial contributions throughout the year. Our second School Fun Run raised a substantial amount of money to refurbish the school hall. The annual Welcome Back Night and Movie Night were again successful community events. The P&C provided funding for the school library and a Learning and Assistance teacher, supporting students in the early years.

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 670 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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.

Improvement Measures

100% of classroom programs and assessments are collaboratively planned and demonstrate differentiated learning for all students.

Pre and post assessment confirms growth in students' ability to solve mathematical problems and identify and apply functional grammar correctly.

All school leaders exhibit the skills of *Growth Coaching* Training to contribute to a work environment that promotes open communication, reflecting greater leadership capacity.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Implement research based projects that support teachers to deliver futures-focused pedagogy, with an emphasis on collaborative learning habits.

Evaluation	Funds Expended (Resources)
Maths programs for Kindergarten to Year 6 were completed by the end of week 9 2019 ready for stage planning for 2020.	\$2000 casuals to replace teachers creating these programs

Process 2: Curriculum

Implement high quality professional learning focusing on the explicit teaching of mathematical problem-solving strategies to ensure teaching and learning programs are both challenging and engaging.

Deliver targeted ongoing professional learning to develop teachers' skills, understanding and knowledge

Evaluation	Funds Expended (Resources)
All PDP's signed off by Supervisors with 2019 goals discussed, including aspirations for further leadership roles within the school. New goals beginning to be formulated for 2020.	

Process 3: Leadership

Ongoing professional learning for the leadership team of The Growth Coaching model.

Evaluation	Funds Expended (Resources)
Staff have an understanding of collaborative teaching efficacy and use the tools to grow genuine collaborative efficacy within whole school and their stage groups to improve and plan teaching and learning outcomes of students.	Approximately \$50000 total spent of furniture for Stage 3 classrooms

Progress towards achieving improvement measures

Flexible furniture supplied to all Stage 3 classrooms for students and staff

Professional Learning for executives helped upskill their knowledge of teacher efficacy and flexible learning spaces/co teaching.

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.

Improvement Measures

100% of school programs and practices cater for the range of individualised learning needs.

Assessments for and of learning confirm 100% of students' progress through the Literacy and Numeracy Progressions.

100% of students reach NAPLAN expected growth in all areas. The number of students in the top two bands increases by 10%.

100% of staff participate in Quality Teaching Rounds and *Visible Thinking*

Progress towards achieving improvement measures

Process 1: Allocate professional development resources to target the literacy and numeracy progressions and build the capacity of staff to use PLAN2 to inform teaching and learning programs.

Evaluation	Funds Expended (Resources)
Data wall completed and K–2 staff collegial discussions throughout the year	Budget approx \$40000 in total
Problem solving and PLAN2 introduced to staff and implemented in classes.	
Literacy PLAN 2 compelled by staff and a Writing wall created in staff room for stage meetings termly.	
Value of further staff attending Grammar Course in 2020	

Process 2: Embed systems and structures to enable staff to analyse, record and reflect on data from a range of sources.

Evaluation	Funds Expended (Resources)
PLAN2 Literacy and Numeracy upskilled staff and students plotted	
Data Wall giving triangulation of data	

Process 3: Enhance quality teaching through the continued emphasis on Quality Teaching Rounds and *Visible Thinking*.

Evaluation	Funds Expended (Resources)
Smiling Minds program to be implemented whole school in 2020	\$2000 release for 2 staff members to be trained as Smiling Mind Champions.
Care and Respect awards changed slightly to accommodate the 'soccer field' behaviour system in 3–6	

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.

Improvement Measures

Effective establishment of partnerships to build intercultural understanding. All staff, students and parents are aware of and have engaged in the partnerships.

100% of teachers actively participate in a Communities of Practice group.

100% of staff Professional Learning plans utilise the expertise and collaboration of our academic, parent and community partners.

100% of classroom programs embed the Cross-Curricular perspectives of Aboriginal Education and Asian Literacy.

Progress towards achieving improvement measures

Process 1: Utilise the Global Connections Committee to promote intercultural links with schools in NSW and overseas and identify opportunities for additional educational experiences to build intercultural understanding in students, staff and parents.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Nepal :Fund Raising Day to raise \$500 for the sister school. Two classes wrote letters for the students of the sister school and letters were returned to establish and cement ongoing relationship.• China: 21 students and 4 staff visited China–Sister School.• Menindee: Three trips by Year 6 students: May, September, November.• Leaders visit to Mungo – City Country Alliance: Students from MCS visited and stayed at LEPS in November, in time to watch School Spectacular concerts.	Approximate cost for 2019 \$10000

Process 2: Develop local Communities of Practice groups to facilitate quality collegial teaching, learning and leading opportunities in order to increase the knowledge, skills and understandings of staff members.

Evaluation	Funds Expended (Resources)
KSP QTR successful in 4 staff members completing the program Tracking of GATE students for placement of cluster classes in 2020 Spreadsheet created for all KLAS to monitor activities and programs to cater for GATS students. Maths in the Community Project to continue in 2020	\$6000 teacher release to go to training and KSP school visits throughout the year.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$17 500 EALD Teacher \$27 000 New Arrival Program \$10 000 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. New Arrival Funding allowed us to employ a teacher 1 day/week to support these students.
Low level adjustment for disability	\$53 000 LaST teacher \$20 000 Learning Assistance Teacher \$5 000 teacher resources	All students requiring adjustments and accommodations are catered for within the school context. 59 students required adjustments to cater for a disability. 1 student required extensive levels of adjustment, 5 students required substantial adjustments and 53 students supplementary levels of adjustment to learning programs
Quality Teaching, Successful Students (QTSS)	\$120 000	Funding was used to release executive staff who worked as instructional leaders in the classroom.
Socio-economic background	\$3700	Funding is used to support families in financial hardship.
Support for beginning teachers	\$40000	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			
	2016	2017	2018	2019
Boys	416	396	398	364
Girls	348	339	334	310

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.4	96.9	97.2	95.9
1	96.8	97.5	95.7	96.4
2	96.5	96.9	96.2	95.8
3	96.6	97.7	96.3	95
4	96.9	97.3	96.6	94.6
5	96.8	96.5	96.1	94.3
6	95.4	96.5	94.7	95.1
All Years	96.5	97.1	96.1	95.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	23.44
Teacher of Reading Recovery	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	4.26
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	996,749
Revenue	6,328,909
Appropriation	5,371,293
Sale of Goods and Services	38,962
Grants and contributions	899,416
Investment income	7,353
Other revenue	11,885
Expenses	-6,047,343
Employee related	-5,144,599
Operating expenses	-902,744
Surplus / deficit for the year	281,566

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	31,191
Equity Total	249,411
Equity - Aboriginal	0
Equity - Socio-economic	3,721
Equity - Language	152,477
Equity - Disability	93,213
Base Total	4,383,851
Base - Per Capita	171,755
Base - Location	0
Base - Other	4,212,095
Other Total	552,392
Grand Total	5,216,844

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

This year 139 parents took part in the (TTFM) Tell Them From Me Survey, which included questions covering aspects of parents' perceptions of their children's experiences at home and school. The survey is designed to provide insight to help guide school planning and identify school improvement initiatives.

95% of parents talk to their child's teacher about learning or behaviour.

95% of parents attend meetings or social functions at the school.

89% of parents expect their child will go to university.

80% of parents would recommend the school to other parents.

On a scale of 10.

Parents feel welcome at the school 7.1

Parents are informed about their child 6.0

School supports student learning 6.9

School supports positive behaviour 7.4

Parents feel their child is safe while at school 7.3

Student Satisfaction

This year 276 students in Years 4–6 took part in the TTFM 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.

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

87% of students have friends at school they can trust and who encourage them to make positive choices (85% NSW Govt Norm).

93% of students do not get in trouble at school for disruptive or inappropriate behaviour (83% NSW Govt Norm).

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

85% of students expect to go to university when they finish school.

73% of students feel a sense of pride for their school.

64% of students enjoy creative writing

59% of students participate in mindfulness activities at least once a week in class.

Teacher Satisfaction

This report provides results based on data from 29 respondents in this school who completed the TTFM survey between 26 Aug – 27 Sep 2019.

Staff feel the leadership team supports them and the school: 7.1 (Government Norm 7.1)

Staff work collaboratively: 7.9 (Government Norm 7.8)

Staff feel the school has a positive learning culture: 8.2 (Government Norm 8.0)

Staff give students informative feedback: 7.9 (Government Norm 7.9)

Staff have a positive relationship with parents: 7.3 (Government Norm 6.8)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.