

2020 Annual Report

Lindfield East Public School



2404

Introduction

The Annual Report for 2020 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 2020 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 their full potential.

Amongst the many achievements of Lindfield East Public School, Coding lessons were provided to students using Scratch Junior, Lego Spike and Minecraft Education Edition. To upskill all students in their technological skills explicit teaching was provided in the use of general computing applications. Using various tools such as GSuite, Canva, Adobe for Education students were able to create projects and exemplars linked to the NSW Curriculum. Flexible learning spaces are available for all Stage 3 classrooms providing opportunities for students to work collaboratively.

Robotics continues to be a focus at the school with two robotics teams working towards an intra school competition in 2020. The students worked towards an 'Innovation Project', encouraging young people to be more active. The teams programmed robots to complete various challenges, all within the theme of 'staying active'. The robotics teams are looking forward to competing again next year in the annual 'First Lego League Challenge' at Macquarie University.

Due to the COVID-19 pandemic, sporting, musical and creative activities were not able to proceed as planned. Additionally, our intercultural visits to Menindee and Mungo were cancelled and students and teachers from our sister school in Beijing were not able to visit.

As a result of the pandemic, the NSW Government encouraged students to learn from home, for a seven week period from 24 March to 22 May. Teachers were upskilled in the use of online platforms Seesaw, Microsoft Teams, Zoom and Google Classroom to deliver remote learning successfully. The school was acknowledged for its planning, organisation and commitment to learning from home in the media with appearances on Channel Seven Sunrise, Channel 9 and 10 news, the Sunday Telegraph and the Financial Review. Teachers were praised for their tireless efforts with an 'Everyday Hero' award nomination by parents in the community broadcast on Channel 9's Today Show.

Thank you to the P&C for their continued support and financial contributions throughout the year. Due to the COVID-19 pandemic fund raising activities were not able to proceed but the P&C continued to upgrade the school hall, provide funding for the school library and contribute towards 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 vision

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.

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 650 students representing 48 language speaking backgrounds with Mandarin accounting for 25%. 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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)
Due to Covid-19 a formal Seven Steps to Writing K-6 Scope and Sequence was not completed. Draft form for each grade was created in Semester 2.	7 Steps program: \$8000
Team teaching technology lessons with K-6 students worked well. Teacher will increase to 3 days of technology a week next year. Working one on one with classes and teachers.	EV organisation, planning, writing: \$15 000
Staff successfully delivered lessons online and were able to support student development through regular meetings and Google Classroom.	Maths Collaborative Programming: \$10 000
Due to COVID-19 no formal Smiling Minds Scope and Sequence was created. Teachers trialled activities in class throughout the year. Feedback gathered from staff will drive 2021 direction with program.	Cost of technology teacher team teaching with staff: \$40 000

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 of teaching functional grammar in context.

Evaluation	Funds Expended (Resources)
Due to COVID-19 Fountas and Pinnell resources were purchased and used by teachers but ongoing support and development is needed in 2021.	Gold and Teal reading resources Fountas and Pinnell: \$15 000
PMSI training took place throughout the year but Due to COVID-19 limited classroom co-teaching occurred. This project will continue into 2021 and all	PMSI Teacher Support: \$20 000

Progress towards achieving improvement measures

year groups will experience co-teaching with the two Mathematics Instructional Leaders.

Process 3: Leadership

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

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 and the period of online learning, the inability to continue external TPL and courses in 2020 was limited. This area of the School Plan was continued in its 2019 capacity but not expanded on.</p> <p>JTC Technology and school executive will continue to develop and expand the use of Sentral across the school to support student learning and wellbeing.</p>	JTC fees \$21 000

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)
Students will continue to be plotted and monitored on PLAN2. PMSI will incorporate this into the co-teaching and learning model for 2021 for numeracy. Writing wall will be continued in 2021 across K-6. Mathology TPL to be provided to staff in 2021 and possibility of online teaching and learning resource to be trialled and purchased by PMSI specialist staff.	PLAN2 PL: \$500 Mathology: \$3 000

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)
Due to the cancellation of NAPLAN as a result of the pandemic, the Check In Assessment results for students in Year 3 and 5 will drive planning and support with LST for 2021. Identified areas of strength and development will be a 2021 focus.	N/A

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

Evaluation	Funds Expended (Resources)
Due to Covid-19 2020 external and internal QTR with KSP did not take place. Instead 2 staff were trained in QTR via online meetings and then completed their QTR at LEPS. The usual whole school ongoing QTR model did not go ahead due to Covid-19 restrictions. The executive team will reevaluate the QTR 2021 projections early in 2021 when restrictions are updated. Due to Covid-19 2020 KSP Middle Years Project was conducted via online	QTR: \$2000 KSP Middle Years Project: \$2000

Progress towards achieving improvement measures

meeting platforms and completed in Term 4 only. This project will continue in 2021 pending Covid-19 restrictions.

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)
Due to Covid-19 all partnership school visits were cancelled. Video Conferencing sessions with our school leaders did take place throughout the year to stay in contact and maintain the partnerships. LEPS will continue to support and fund raise for Saraswati School in 2021.	Raised \$850 for Saraswati school through fundraising in 2020

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)
Pending COVID-19 restrictions LEPS plans to continue the following local partnership activities in 2021: -KSP QTR -KSP Middle Years project -Killara High School Stage 1 and 2 enrichment workshops -Maths in the Community Parent Sessions in Term 3. -Menindee School Visits x3 -Mungo Youth Project	N/A

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$25 000 EALD Teacher \$15 000 New Arrival Program	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. New Arrival Funding was used to employ a teacher in Semester 1 to support these students.
Low level adjustment for disability	\$37 500 Learning and Support Teacher \$20 000 Learning Assistance Teacher \$8 000 teacher resources	All students requiring adjustments and accommodations are catered for within the school context. 90 students required adjustments to cater for a disability. 1 student required extensive levels of adjustment, 6 students required substantial adjustments and 21 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	\$3 500	Funding is used to support families in financial hardship.
Support for beginning teachers	\$41 500	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

	Enrolments			
Students	2017	2018	2019	2020
Boys	396	398	364	358
Girls	339	334	310	286

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.9	97.2	95.9	96.1
1	97.5	95.7	96.4	94.6
2	96.9	96.2	95.8	95.6
3	97.7	96.3	95	95.8
4	97.3	96.6	94.6	93.3
5	96.5	96.1	94.3	95.7
6	96.5	94.7	95.1	95.7
All Years	97.1	96.1	95.3	95.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	23.33
Literacy and Numeracy Intervention	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	4.06
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,278,315
Revenue	6,022,138
Appropriation	5,556,898
Sale of Goods and Services	30,408
Grants and contributions	409,549
Investment income	2,935
Other revenue	22,349
Expenses	-5,763,936
Employee related	-5,039,614
Operating expenses	-724,322
Surplus / deficit for the year	258,202
Closing Balance	1,536,517

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.

	2020 Approved SBA (\$)
Targeted Total	33,554
Equity Total	306,345
Equity - Aboriginal	0
Equity - Socio-economic	4,832
Equity - Language	206,210
Equity - Disability	95,303
Base Total	4,474,672
Base - Per Capita	162,100
Base - Location	0
Base - Other	4,312,572
Other Total	515,895
Grand Total	5,330,466

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Student Survey

This year 248 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 Outcome:

94% of students do not get in trouble at school for disruptive or inappropriate behaviour (83% NSW Govt Norm).

26% of students believe they have been victims of bullying (36% 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).

School staff emphasise academic skills and hold high expectations for all students to succeed (8.5)

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice (7.1).

Parent Survey

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. This report provides results based on data from 169 respondents in this school who completed the Parent Survey.

- Parents feel welcome at the school (School: 7.0. NSW Gov Norm: 7.4)
- 92% of parents contacted their child's teacher about learning and/or behaviour throughout the year.
- Parents supported learning from home (School: 6.2. NSW Gov Norm: 6.3)
- 93% of parents would recommend LEPS to other parents in the community.

Teacher Survey

The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores for the questions have been converted to a 10-point scale. This report provides results based on data from 30 respondents in this school who completed the Teacher Survey.

- Leadership (School: 7.3. NSW Gov Norm: 7.1)
- Collaboration (School: 7.5. NSW Gov Norm: 7.8)
- Learning Culture (School: 7.9. NSW Gov Norm: 8.0)
- Data Informs Practice (School: 7.3. NSW Gov Norm: 7.8)
- Teaching Strategies (School: 8.0. NSW Gov Norm: 7.9)
- Technology (School: 6.7. NSW Gov Norm: 6.7)
- Inclusive School (School: 8.1. NSW Gov Norm: 8.2)
- Parent Involvement (School: 7.3. NSW Gov 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.