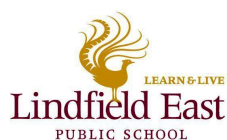


2021 Annual Report

Lindfield East Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

School contact details

Lindfield East Public School

Tryon Rd

East Lindfield, 2070

<https://lindfielde-p.schools.nsw.gov.au>

lindfielde-p.school@det.nsw.edu.au

9416 1955

Message from the principal

The 2021 Annual School Report 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.

2021 proved to be another tumultuous year for all due to the COVID-19 pandemic. As a result of the pandemic, the NSW Government encouraged students to learn from home, for a 12-week period for students in Kindergarten and Year 1 and a 13-week period for students in Years 2-6. Teachers transitioned seamlessly into learning from home (LFH) again building upon the skills and experiences from the 2021 LFH model. A collaborative model was adopted with a Google Classroom or Seesaw classroom per year group. The Zoom platform was used for daily check-ins and online teaching. The wellbeing of the school community was paramount during this period and the school was acknowledged for the engaging wellbeing initiatives that were implemented; online P&C meeting with Olympic Kahoot, online Father's Day breakfast, online weekly student assemblies, time capsule, Rainbow connection, coloured pebbles and Wellbeing Wednesday.

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 Google Suite, Canva and 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.

Our Futures Learning Committee purchased 60 laptops and 60 iPads for 2022. Due to the pandemic the technology skills of students and teachers continued to improve during 2021. In particular the use of the Google Suite for Education, Google Classroom and Seesaw. Zoom and Microsoft Teams proved to be effective for face to face teaching and meetings.

Due to the COVID-19 pandemic, sporting, musical and creative activities were not able to proceed as planned. Although the band creatively and collaboratively produced an end of year concert with students recording their solo performances for a combined band performance. The string ensemble played at the main gate in Term 4 for the enjoyment of the community. Fortunately, students in Year 6 experienced the Canberra excursion and one out of the three trips to Menindee Central School went ahead. The annual Mungo trip was cancelled and students and teachers from our sister school in Beijing were not able to visit.

As part of the strategic directions of the 2021 - 2024 Strategic Improvement Plan (SIP), the Primary Mathematics Schools Initiative (PSMI) and the teaching of explicit comprehension skills were the focus areas for teacher professional development in 2021. Teachers valued the support of Instructional Leaders to model best practice in Mathematics and Reading. The Seven Steps to Writing program continued to be embraced by both teachers and students and exemplified

by the high quality of student's story writing.

The annual National Assessment Program (NAPLAN) was completed online by Year 3 and 5 students in May 2021. The school continued to perform above national, and in most areas above similar school cohorts. The DoE 'Check-In Assessment' was administered to all students in Years 4 and 6 in Term 1, and all students 3-6 in Term 4. The online assessment in reading and numeracy was used by teachers to 'check' student progress and identify areas for improvement. The school performed very well compared to its similar school cohort. Due to COVID and the period of learning from home, there was a strong focus on literacy and numeracy in 2021.

Thank you to the P&C for their continued support and financial contributions throughout the year. Due to the COVID-19 pandemic the usual fund-raising activities were not able to proceed but the P&C continued to meet and proactively plan upgrades to the school playground. A successful Easter Raffle raised funds for the school and brought the community together through the selling of tickets and the compilation of Easter baskets. I would sincerely like to thank our P&C executive for their ongoing support during 2021. They are effectively working collaboratively together to represent the community, improve the school and provide the best possible education for our students.

As we move into 2022, we will continue to implement the Department of Education's goals, in particular ensuring that every child is known, valued and cared for; that every student is engaged and challenged to continue to learn and every student, every teacher, every leader and every school improves every year.

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.

Message from the school community

P&C President's Report for 2021

I want to start by saying the biggest thank you to Di - for being so incredible as the Principal of LEPS who has put extraordinary effort into leading the staff and teachers through the past extremely challenging year.

I would also like to thank Yuna, our treasurer, Meredith Todd, and Adele Chua - Vice president's and Anthia Shaw, our secretary, who have all made extremely significant contributions to the school.

Melissa at the uniform shop - who runs the shop very efficiently, Kate for taking care of the creative workshops, Elise and Jane for running the band with so much enthusiasm and passion.

As we all know, the last couple of years have been very strange due to Covid. Which meant we were unable to have events such as Welcome Back Night, Movie Night and several other fundraising events, which not only raise money for the school but also provide an opportunity to form new friendships and bring us all together as a community.

We are however hoping that the worst is behind us!

Each year, the P&C aims to raise over \$150,000 to provide educational support and facility upgrades for the school.

For 2022, the P&C will focus on the initiatives identified by parents as most namely funding teaching staff to ensure all children have the literacy and numeracy support, they need, as well as funding several grounds and equipment upgrades across the school.

We are looking to implement the following initiatives:

\$100,000 towards teaching staff to support students with numeracy and literacy

\$130,000 for a new K-2 playground and fairy garden upgrade

\$50,000 for picnic area upgrade & outdoor learning

These will supplement the upgrades to the Year 3-6 bathrooms, school asphalt and solar panels already secured by Ms Read by way of government grants.

We urge you to please make the contributions, so we can help our children have better facilities and experiences.

In addition, after a quiet 2 years we hope to be able to implement several social and fundraising events in 2022, including old favourites such as the Easter Raffle, the Student Colour Run and Movie Night but also includes several new events with a focus on reconnecting the school community. Replacing the Welcome Back Night this year, Term 1 will kick off with a Bubble & Bites event to welcome all K-2 parents on Friday March 4th.

To move all our projects forward quickly, as well as deliver enjoyable fundraising and social events, we need your support. We are inviting all parents to get involved in whichever capacity you can.

Let's all make 2022 a memorable and enriching one for all our children and families!

Message from the students

Year 6 Graduation Day: School Captains Speech

Good morning everyone, I am Jisoo and this is Spencer. We are both the school captains and today we will be presenting our graduation speech acknowledging our students and reflecting on our time here at LEPS.

Before we begin we would like to acknowledge the Ku-ring-gai people who are the traditional custodians of the land. We would also like to pay our respect to the Aboriginals past, present and emerging.

This year saw many obstacles and challenges but I'm sure we can all agree we would not want to spend this year with anyone else. Our year group is so fantastic and we are all very lucky to have spent this time together. We gather here today to celebrate and acknowledge all of the great students who make up the class of 2021.

It seems like yesterday that we had the first day of Year six, talking about the Canberra excursion and now we are all sitting at our end of year graduation assembly. The time has really flown by for all of us and we are all ready for the next chapter in our lives which is high school.

At the start of the year, we were all so excited to return to school as the leaders of LEPS. Term 1 saw us participating in the swimming and cross country carnivals. We had a fantastic time celebrating Harmony Day and dressing up in our national costumes to symbolise peace. We commemorated ANZAC day and celebrated NAIDOC day. Most of us went to Canberra where we had a magnificent time with our peers and teachers. We met up with our buddies to make a stand against bullying, as we made friendship bracelets together. Term 2 began with a great start, kicking off with the SISA program and athletics carnival. We were riding high until COVID struck, sending us back into home learning.

COVID-19 sent all of us into lockdown for the second time, we were once again trapped learning from home. It was all very hard for us students, teachers and parents. We even had to participate in online assemblies which were particularly challenging for those of us who were competing for WiFi access with our siblings. Although the class of 2021 was physically apart, daily zooms led by our teachers and we must confess, a little bit of online gaming at times, ensured we stayed connected to each other. Even though we were pulled down by this pandemic, we were able to push through and come out the other side feeling grateful for our school, our families and each other.

Even with the challenge of COVID, we managed to do many fun things including planning for the dinner dance. We would like to take this opportunity to thank the teachers and parents who worked hard for us behind the scenes making sure all of us students have the chance to partake in these wonderful activities. We can all agree that the year might not have gone to plan like we wanted but we all rose up to the challenge and now we have reached the end of the year and we will all be at high school soon. So we can thank the teachers, parents even thank your friends for them always having your back when you most needed it. So thank you Year 6!



School leadership team

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 585 students representing 31 language speaking backgrounds with Mandarin accounting for 25%. The school is highly regarded in the school community and the local area owing to its 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 directions include targeting quality teacher professional development, providing a range of innovative learning and extra-curricular opportunities and building unique educational partnerships through collaborative practice. A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local Aboriginal Education Consultative Group (AECG).



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
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: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence informed strategies and embedded evaluative practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Numeracy
- Reading

Resources allocated to this strategic direction

QTSS release: \$29,500.00

Professional learning: \$18,000.00

Low level adjustment for disability: \$96,669.00

Summary of progress

Numeracy

In 2021 the Numeracy Committee implemented a number of progress measures to drive improvement in teaching and learning across the school. The first initiative was the implementation of the Primary Mathematics Initiative and Instructional Leadership through the focus on the implementation of rich tasks in Mathematics. This had led to improved teacher confidence in the implementation of quality teaching in mathematics lessons. Teacher engagement and enthusiasm towards Mathematics has increased along with the Check in Data. Teachers are contributing more towards Mathematics programs which is resulting in greater differentiation across the grade.

The Check in Assessment results have shown that Year 4 has made growth since initially participating in the Check in Assessment in Term 3, 2020 where the cohort performed 1.8% above the Similar Schools Group. This has since increased to 3.6% above the Similar Schools Group in Term 2, 2021 and in Term 4, 2021 performing 6.8% higher than the Similar Schools Group. In addition, another area of significant growth is an increase of 13.8% in the cohorts performance in Measurement and Geometry from Term 3, 2020 to Term 4, 2021.

Year 6 has shown similar growth with the cohort performing 2% higher than the Similar Schools Group in Term 2, 2021 and 3.6% in Term 4, 2021. This has increased from 1.5% in Term 3, 2020. There was significant growth in Measurement and Geometry from Term 3, 2020 with an increase of 11.6% in students performance.

The original plan was adjusted from the initial plan due to Online Learning in Term 3 meaning that Year 4 and Year 6 did not participate in the program this year.

The Instructional Leadership program worked well in classrooms. Time has not allowed for in depth professional learning to be conducted so this is a goal for 2022.

Changes have occurred in teaching practices as rich tasks are being implemented more frequently across the school along with improved student attitude towards Mathematics. Mathematics programs have shown evidence of the increased differentiated and rich mathematics tasks and the check in assessment data shows positive growth since Term 2, 2020.

Next Steps

The Numeracy Committee has several key areas of focus looking forward to 2022. One of these is to ensure that every classroom is well resourced to ensure the gains made through 2021, in terms of increased implementation of quality, engaging mathematics lessons, can continue. One aspect of this will involve finding a central location for the resources and lesson plans developed as part of the PMSI program to make sure these rich tasks continue to be incorporated into mathematics lessons across all stages. To complement this, the Committee would also like to focus on the inclusion of formative assessment tasks as regular classroom practice K-6.

In addition, the Numeracy Committee will be looking to conduct analysis of the 2022 NAPLAN data. Of particular interest is the data of the Year 5 students who did not complete their Year 3 NAPLAN in 2020 due to COVID. Finally, the

Committee will look to begin introducing staff to the new K-2 mathematics syllabus, ahead of its implementation in 2023.

Literacy

In 2021 the Literacy Committee implemented a number of progress measures to drive improvement in teaching and learning across the school. The first initiative was to purchase Fountas and Pinnell guided readers for 3-6 to focus upon the explicit teaching of comprehension skills and strategies through differentiated programs. This resource has enabled teachers to focus on and target on specific skills required for understanding complex texts. This has resulted in an increase in Term 4 Check-In assessment results for students across 3-6. When comparing the Check-In data from 2020 to 2021 there is evidence of growth across our cohorts. Year 3, comprehension in 2020 was 73.3% correct and this grew 3.2% to 76.5% in the Year 4 2021 group of students. Year 5, comprehension in 2020 was 69.4% correct and this grew 5.7% to 75.1% in the Year 6 2021 group of students.

To further support the first initiative was to purchase Fountas and Pinnell Benchmarking kits for teachers to utilise consistent and formative assessment practices, track student progress and participate in collaborative discussions which will lead to staff targeting individual student needs in comprehension. These results will be used for collaborative planning as teachers across the school plot students upon the data wall utilising the research from Lyn Sharratt. This will continue to be a focus in 2022. In Term 4, staff 3-6 were provided with professional learning time to explore and conduct reading assessments and then further discuss the formative assessment practices with their team. All staff members found the process very beneficial and appreciated the information it provided on student reading skills and their comprehension.

Initiatives that we need to improve upon are the ordering of resources such as decodable texts which will be a priority for 2022. We will focus on providing Kindergarten classes decodable texts to supplement their phonics program. Having Joanne Rossbridge on site to provide greater opportunities to support explicit teaching of comprehension across 3-6 is another area to continue. As this was interrupted by COVID, as a school we will continue to support staff to provide quality and explicit lessons that focus on the skills that support deep understanding of the text..

However, within the school we have continued to focus on improving early literacy skills. In Term 4 all staff participated in a 5 week professional learning focusing on the Department's Literacy guides K-2 and 3-8 with a particular focus on Hollis Scarborough's Reading Rope and Deslea Konza's Big 6, the components of reading and explicit instruction of comprehension skills. This has been supported by the resources on the Department's Literacy Hub. Professional Learning has improved teacher's understanding and consistent teacher practice across stages. Our aim is to continue these collaborative discussions and target student growth through explicit teaching programs supported by a whole school scope and sequence.

Nest Steps

The Literacy Committee has several key areas of focus looking forward to 2022. One of these is to ensure that every Kindergarten classroom is provided with decodable texts to supplement their phonics program. We will also be providing decodable texts to Year 1 classrooms to supplement their phonics and spelling programs. This will be reinforced with data collected at the end of Year 1 through the Phonics Screener Assessment.

To complement this, the Committee would also like to focus on providing home readers that are decodable for Kindergarten and Year 1 to reinforce the decoding skills being taught at school.

K-6 students are to be benchmarked and plotted on the data wall that was implemented in 2021. 3-6 teachers will be given a day to complete benchmarks for students in their class. They will then plot their students on the data wall.

The Committee will also focus on developing a Phonics Data Wall that aligns with the Literacy Progressions- Phonic Knowledge and Word Recognition. Kindergarten and Year 1 teachers will place students on the Phonics Data wall and plot students regularly to show growth throughout the year. As students progress along the Phonics Data wall, they will then be benchmarked using Fountas and Pinnell and/or PM Benchmarking kits to move across to the whole school data wall.

Another focus for the Committee is to implement professional development for all staff regarding the teaching of literacy skills and strategies K-6. Joanne Rossbridge will be booked to provide opportunities to support the explicit teaching of comprehension across 3-6. This professional development will be based on the data from 2022 and what is needed for students to progress in these areas of improvement.

Finally, the Committee will look to begin introducing staff to the new K-2 English syllabus, ahead of its implementation in 2023. The Committee will be developing an English Scope and Sequence based on the new K-2 English syllabus.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
More than 78% of students perform in the top 2 (or equivalent) NAPLAN bands in numeracy (system-negotiated target baseline)	<ul style="list-style-type: none"> • 76.6% in Year 5 and 63.7% in Year 3 for numeracy, indicating Year 5 progress towards the annual progress measure and Year 3 progress is yet to be seen in numeracy.
<p>More than 78% of students perform in the top 2 (or equivalent) NAPLAN bands in literacy (system-negotiated target baseline)</p> <p>75% of Year 5 students demonstrate improved comprehension results.</p> <p>Internal measures include - if we don't show growth in external tests.</p>	<ul style="list-style-type: none"> • Data indicates 70.4% of Year 5 students are in the top two skill bands for reading which is a decrease against baseline data. • Data indicates 80.4% of Year 3 students are in the top two skill bands for reading which is an increase against baseline data.
75% of students reach expected growth in numeracy.	<ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased by 0.4% to 74%.
73% of students reach expected growth in reading.	<ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 10% since the NAPLAN results in 2019. For 2021, 68% of Year 5 students were at or above expected growth.

Purpose

To strategically develop and sustain a whole school planned approach to wellbeing processes that support all students so they can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School Wellbeing Program
- Implementation of the PDHPE Syllabus
- Student Attendance

Resources allocated to this strategic direction

: \$3,500.00

Summary of progress

In 2021 the Wellbeing Committee redeveloped the LEPS whole school wellbeing program to support student wellbeing across K-6. Through the implementation of the Smiling Program throughout 2021 students and staff utilised meditative and mindfulness strategies in their classrooms. This led to an increase in student focus and concentration and assisted students in managing and controlling their emotions. This initiative resulted in students and staff becoming more aware of mindfulness practices and their benefits to student wellbeing. The Smiling Mind had to adapted for online learning during Terms 3 and 4. The initiative was adopted by most staff and the staff PD was well received. Some resources were distributed to staff and a future goal would be to supplement the existing resources and upskill new staff to the school. by the Smiling Mind staff. The scope and sequence was designed and distributed to all staff. Teachers have commented to supervisors that students were more focused and engaged as a result of this initiative.

The second initiative the Wellbeing Committee focused on was developing the school wide award's policy as a result of a historical lack of engagement and unclear progressions with the previous system. The policy was updated and refined in Term 1 presented to staff and parents (P@C for feedback.) and rolled out to students in Term 2. Owing to online learning there was a delay in streamlining the process of logging the awards in SENTRAL. From the data 85% of the teachers across the school (including SLSO's, Senior Executive and Specialist staff) have been actively using the awards system and an increased number of students have achieved their silver award. As the policy now spans K-6 students now have a more realistic chance of receiving their gold award upon leaving LEPS to recognise their achievements. A clear and concise handout was provided for all staff including casuals outlining the steps of the new awards policy to ensure consistency across the school. This was also published in the Lyrebird (School Newsletter) to ensure the school community was aware of the changes. As a result of Committee leaders presenting to the P@C the format of the bronze award was changed to indicate what aspect of the care and respect system they were displaying. The backdating of previous awards on to the system was cumbersome and time consuming owing to the limitations of the school's server. Overall a greatly increased number of students and teacher shave adopted this new system allowing student's achievement to be suitably recognised in a timely manner.

The third initiative focused on supplying leadership opportunities for the Year 5 students to support their younger peers through the LEPS Peer Mediation and Yard Games Program. Leadership training took place in Term 1 and the programs commenced in the playground in Term 2. Students focused on supporting younger students to solve minor playground issues and support/develop their friendships and social skills on the playground. The Yard Games run by the Year 5 students provided other students to learn new skills and games as well as participate collaboratively with their peers. The school pay equipment has been updated and new orders will arrive in 2022 aimed at developing the students gross motor skills as well as their sense of belonging. Unfortunately, due to the evolving COVID situation both programs were stopped from Term 3. These programs will ideally resume in 2022, running across the year.. As a result of these programs, K-2 students have become more independent and comfortable with using the equipment at lunch time and solving minor playground issues without the need for a teacher.

The fourth initiative focused on the adoption of the Got it! program to train teachers and parents to support students with social and emotional regulation. This program was introduced in Term 4 with the aim to continue across 2022. 10 identified children and their parents will be offered the opportunity to take part in a small group program (provided by NSW Health professionals) focusing on developing parenting strategies for the parents and skills in emotional regulation for the children. This group will be held weekly for 1 term (Term 2 2022). In addition, teachers will be upskilled in evidence based professional development across K-6, introducing and consolidating strategies to support children's emotional regulation in the school context. Families who are unable to participate in the program are supported with

referrals to alternative services if required.

To cater for student Wellbeing during learning from home parents were surveyed regarding students' wellbeing. The survey results were overwhelming positive, reflecting on the success of the initiatives that were incorporated during this time when learning from home. These initiatives included connecting the community via online P&C meetings, a Fathers Day breakfast online and a prominent focus on student wellbeing including wellbeing Wednesday, the LEPS artist trail, community pebble painting and rainbow connection where students placed pictures of rainbows in their windows to display to the community.

Upon returning to school, students took part in a schoolwide Time Capsule run by the SRC to encourage students to celebrate and reflect on their time during online learning. Students actively contributed items to the time capsule which was then buried in the school's Eco Garden to be dug up in 2031. The Time Capsule included entries from all classes K_6 and students contributed through various means including models, drawings, paintings, illustrations and poetry.

A student voice questionnaire was also created and given during Term 4 to gauge students' sense of wellbeing. 19 students met with our DEL Jann Pattinson, representing Year 2- Year 6. From the data, 70% of students gave a score of 10/10 when asked if the principal cared about them. 60% of students surveyed gave a rating of 10/10 when asked if they felt teachers listened to them and encouraged them. 60% of students gave a score of 10/10 when asked if they felt their teachers cared about them.

Next Steps:

The implementation of the Smiling Mind program will continue schoolwide. The Staff/parent and student survey and student focus group will be rolled out in Term 3 2022 to gather feedback on the implementation of the program.

The Wellbeing Framework modules will continue to be rolled out to all staff across the school through staff development days and professional learning sessions during 2022.

The new K-6 reward system has proven to be effective with high student uptake and engagement. Students as young as Year 1 are beginning to receive silver awards which indicates that teachers are logging and submitting the bronze awards on a regular basis across the school. Student attainment of silver and gold awards will continue to be monitored to ensure the effectiveness of the system continues.

The peer mediation program and yard games were effectively implemented from Term 3. Both programs will be implemented earlier from Term 2, 2022 to allow more students to engage with both opportunities to support their social wellbeing. New equipment has been secured and student leaders have begun training for the following year.

The SRC program will recommence face to face with weekly meetings in 2022 with regular student leadership training. The Year 6 SRCs will be encouraged to take a more active role, which includes the formulation of agendas, taking of minutes and communication to relevant stakeholders of matter arising. There will be an increased focus on community fundraising and engagement with the wider community in 2022.

In 2022, the liaison between NSW Health Got It! program and the school will continue. Students and caregivers will be identified for relevant support and intervention with weekly on site program sessions for both students and their parents.

SafeMinds online training has been secured for 2022 with 4 members of the school staff participating. We will critically evaluate the SafeMinds program after training has been conducted to evaluate the appropriateness of the program for our school setting.

The anti-bullying resources have been compiled and will be presented to staff and parents for use from early 2022. The scope and sequence will outline the different areas of focus across the school.

2021 and 2022 TTFM data will be analysed to inform our future directions to support student wellbeing in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase student attendance rate from 90.4% baseline to 91.5% (lower bound system negotiated target.).	<ul style="list-style-type: none">The number of students attending greater than 90% of the time or more is 97.2% which has increased 7.2%. During Term 3 Learning From Home took place for 13 weeks which has positively impacted the attendance percentage.

<p>89.9% of students with positive wellbeing by 2021 according to Tell Them From Me (TTFM)</p> <p>81% of girls feeling accepted and valued by their peers and by others at their school. (TTFM)</p> <p>Boys who feel that they have someone at school who consistently provides renouncement and can be turned to for advice increases from 7.0 to 7.5. (TTFM)</p>	<ul style="list-style-type: none"> • 77% of students reporting positive wellbeing outcomes has remained the same across the positive wellbeing measures in 2021 according to Tell Them From Me (TTFM). The goal of 89.9% of students with positive wellbeing will remain a focus for 2022. • 81% of girls feeling accepted and valued by their peers and by others at their school has increased by 7% according to Tell Them From Me data. • Tell Them From Me data shows an improvement of 0.7 of boys who feel that they have someone at school who consistently provides renouncement and can be turned to for advice from 7.0 to 7.7. (TTFM), surpassing our goal of 7.5.
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Strategic Direction 3: Collaborative Practices

Purpose

To engage in effective collaboration that explicitly aims to improve teacher practices and student outcomes. To build strong collaboration between students, teachers, parents and the community to enable a collective responsibility for student learning and success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practice and Feedback
- Formative Assessment

Resources allocated to this strategic direction

Summary of progress

In 2021, collaboration focused on successfully delivering learning from home which involved teachers working collaboratively in year teams to plan, program and teach through an online learning platform. Staff worked together on the one learning platform per year group to facilitate consistency, differentiation and quality teaching. Formative assessment and tracking strategies were used to ensure student engagement and progress. Working collaboratively together enabled a positive working culture that divided up the work load for staff efficiently. Staff supported each other through targeted and differentiated professional learning through Mini Labs which focused on improving and developing the delivery and effectiveness of online learning. Due to the collaborative processes put in place, staff, student and parent wellbeing was maintained throughout online learning. This can be supported by data collected through a school community survey that stated 74% of families were satisfied with the amount of work provided for students.

During face to face teaching, teachers have continued to collaboratively plan and program in year and stage teams to further support differentiated and engaging teaching and learning programs. Teachers successfully collaborate in major and minor committee teams to achieve identified targets and drive student improvement.

Collaboration with professional learning communities such as the 'Killara Schools Partnership', 'Quality Reading Instruction Network' and the 'Primary Mathematics Schools Initiative' continued to build collective ownership and facilitate strong pedagogical practices.

The focus on formative assessment has been postponed to 2022, due to learning from home. It was difficult to ensure consistency and accuracy of student assessments, however assessment strategies were adapted to suit online learning.

Next Steps:

The Collaborative Practices Committee has several key areas of focus looking forward to 2022.

Quality Teaching Rounds with the Killara Schools Partnership will continue in 2022. Team teaching with the Instructional leader is planned for K-2 classes and a Year 5 class to support the explicit teaching of reading K-6 with a focus on comprehension skills.

A focus on formative assessment will assist teachers to collectively review where students are at and how to cater for individual students needs, promoting student growth. Professional learning gleaned from the LEED project (Leading Evaluation, Evidence and Data) will focus on formative assessment, effective feedback, learning intentions and success criteria. All staff will engage in collaborative conversations based on quality research to use the school data they have collected to analyse and plan. Staff will investigate various ways to collect assessment data to monitor student progress.

The Literacy committee's main focus is for all staff to collaboratively monitor student progress across the whole school through the establishment of the data room. In 2022, all students will have their reading skills assessed. By collaboratively reviewing and sharing our collective expertise to monitor these students not only shares the responsibility across the school, but allows for teachers to share their expertise leading discussion on catering for these students. All staff 3-6 will continue to be trained to assess the reading progress of their students and to evaluate reading and comprehension skills.

Staff will be provided with additional collaboration time to plan, program and monitor student progress. The additional time will be scheduled into timetables, professional learning sessions and staff development days.

One area of focus is to promote student collaboration through the purchase of flexible furniture throughout the K-6 classrooms. This style of furniture allows students to move around in their working peer groups to promote discussion and action research learning. This process will involve consultation with classroom teachers to review the classroom furniture that will be age appropriate and suit the needs of different learning styles for their classrooms.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% of teachers engaged in professional learning that facilitates professional dialogue, collaboration, classroom observation and the modelling of effective practice and timely feedback between teachers.	<ul style="list-style-type: none">• 100% of teachers participated in professional learning that facilitated professional dialogue, collaboration and the modelling of effective practice both face-to-face and learning from home.
100% of teachers engaged in professional learning to understand, develop and apply a full range of assessment strategies in determining teacher directions and assessing student progress and achievement.	<ul style="list-style-type: none">• Delayed initiatives in Terms 3 and 4 have required this work to be postponed to 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$15,087.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lindfield East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • professional development of staff to support student learning • resourcing to increase equitability of resources and services • staffing release to support development and implementation of Personalised Learning Plans • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Improved literacy and numeracy outcomes of identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with evidenced based intervention programs and strategies e.g. Multilit, Minilit, Spelling Mastery. Additional staff will be trained in these programs to further support targeted students.</p>
<p>Socio-economic background</p> <p>\$4,170.47</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lindfield East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Student assistance for families experiencing financial difficulty. For example; excursions, Reading Eggs, Athletics, technology or Mandarin programs. <p>The allocation of this funding has resulted in: Student equity and participation in extra curricula activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide assistance to families who are experiencing financial difficulty.</p>
<p>English language proficiency</p> <p>\$162,606.78</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lindfield East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive

<p>English language proficiency</p> <p>\$162,606.78</p>	<p>support for all students from EAL/D backgrounds</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • provide EAL/D Progression levelling PL to staff • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: All EALD students receiving targeted support both in-class and during withdrawal sessions to support their learning. EALD teachers created programs and activities which were utilised during LFH as well as providing daily targeted zoom sessions for students. EALD students are more confident and prepared to take risks with their language use as noted in teacher observations. All staff attended PL on the EALD progressions with teachers more confident to place students on the progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to upskill classroom teachers with strategies to differentiate teaching programs to cater to the needs and learning styles of all students. Further PL for all staff on working with the EALD progressions. Continued employment of specialist staff to provide ongoing targeted intervention and support for EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$96,669.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Lindfield East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based intervention programs (Minilit, Multilit, Spelling Mastery) to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: A LaST teacher (0.5 allocation) and a Learning Support teacher (0.6 allocation) working with students and staff K-6 resulting in targeted programs and co-teaching opportunities to support student development. Funded additional SLSO time to support identified students resulting in increased engagement and confidence in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the Learning and Support team in the school through the employment of trained SLSOs and additional LaST time. The school will continue to support identified students and provide targeted intervention both in small group withdrawal sessions and in the classroom.</p>
<p>Literacy and numeracy</p> <p>\$18,826.91</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lindfield East Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Literacy and numeracy</p> <p>\$18,826.91</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engage with external providers (Joanne Rossbridge) to build teacher capacity in the explicit teaching of reading, focussing on comprehension skills • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • purchasing of literacy resources (Fountas and Pinnell) for guided and shared instruction • release time to engage staff in professional learning <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions and success criteria. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of external provider, Joanne Rossbridge to work intensively with teachers to build teacher capacity and improve student outcomes in understanding texts.</p>
<p>QTSS release</p> <p>\$118,826.91</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lindfield East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of the Primary Mathematics Schools Initiative (PMSI) to improve teacher capacity in the teaching of Mathematics. • professional development of staff in the teaching of Mathematics to support student learning • co-teaching Mathematics with an Instructional Leader • providing targeted, explicit instruction for student groups in literacy/numeracy • teacher and executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice in mathematics. Teachers embed evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program is currently under review due to changes in staffing.</p>
<p>Literacy and numeracy intervention</p> <p>\$67,270.80</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lindfield East Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement intervention programs to support identified

<p>Literacy and numeracy intervention</p> <p>\$67,270.80</p>	<p>students with additional needs</p> <ul style="list-style-type: none"> • development of resources and planning of small group tuition • providing intensive small group tuition for identified students in literacy and numeracy • employing staff to supervise and monitor progress of students engaging in online tuition during learning from home in EALD and learning support. <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading benchmark levels, teacher observation, Check-In assessment and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional teaching staff using school funding to extend intensive small group reading and mathematics intervention programs.</p>
<p>COVID ILSP</p> <p>\$15,733.30</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy • employing staff to provide online tuition to student groups in literacy during LFH <p>The allocation of this funding has resulted in: Targeted support for identified students (both face to face and during LFH) to meet students 'point of need' in literacy. Analysis of literacy data indicated 86% of students reached their personal learning goals based on the Literacy progressions. 14% of students have made some progress but will require additional support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue implementation of literacy small group tuition. Plan for frequent analysis of student assessment and recording of data and build in time for this information to be shared between COVID teacher and class teacher. Provide PL in PLAN2 in 2022 to enable consistent monitoring of data.</p>



Students proudly displaying friendship bracelets.

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	398	364	358	336
Girls	334	310	286	252

Student attendance profile

School				
Year	2018	2019	2020	2021
K	97.2	95.9	96.1	97.3
1	95.7	96.4	94.6	96.2
2	96.2	95.8	95.6	97.4
3	96.3	95	95.8	96.4
4	96.6	94.6	93.3	96
5	96.1	94.3	95.7	96.1
6	94.7	95.1	95.7	94.2
All Years	96.1	95.3	95.2	96.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Pink Stumps Day

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	19.97
Literacy and Numeracy Intervention	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



Easter Raffle

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,536,517
Revenue	5,600,591
Appropriation	5,156,714
Sale of Goods and Services	14,354
Grants and contributions	420,626
Investment income	1,467
Other revenue	7,431
Expenses	-5,430,050
Employee related	-4,457,944
Operating expenses	-972,106
Surplus / deficit for the year	170,542
Closing Balance	1,707,059

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.



Mother's Day

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	15,087
Equity Total	263,447
Equity - Aboriginal	0
Equity - Socio-economic	4,170
Equity - Language	162,607
Equity - Disability	96,670
Base Total	4,106,850
Base - Per Capita	158,757
Base - Location	0
Base - Other	3,948,093
Other Total	544,924
Grand Total	4,930,308

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.



Students used Google classroom and zoom to learn from home during the COVID-19 pandemic.

Student Survey

This year 237 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 and a comparison to the 2020 data.

Social-Emotional Outcome

- Students with positive behavior at school

94% of students do not get in trouble at school for disruptive or inappropriate behaviour which is an increase of 1% from 2020 (83% NSW Govt Norm).

- Students who are victims of bullying

22% of students believe they have been victims of bullying which is a decrease of 4% from 2020. (36% NSW Govt Norm)

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

- Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. (7.8) compared to (7.7) in 2020.

- Expectations for success

School staff emphasise academic skills and hold high expectations for all students to succeed (9.0) which increased from (8.7) in 2020.

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 71 respondents in this school who completed the Parent Survey.

Two-way communication with Parents

- Parents feel welcome at the school (School: (7.2) which is an increase from (7.0) in 2020 (.NSW Gov Norm: 7.4)

Parents' Participation a School

- 96% of parents contacted their child's teacher about learning and/or behaviour throughout the year, compared to 92% in 2020.
- 87% of parents have attending meetings at the school , compared to 83% in 2020..

Recommend School

- 97% parents would recommend LEPS to other parents in the community, compared to 93% in 2020.

School Customised Questions

- 90% of parents believed the wellbeing strategies implemented in 2021 during learning from home had a positive impact on their child/ren.
- Class Dojo and Seesaw were the most accessed forms of communication in 2021.

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 19 respondents in this school who completed the Teacher Survey.

Leadership (School: 6.5 NSW Gov Norm: 7.1 A decrease from 2020) Collaboration (School: 7.4 NSW Gov Norm: 7.8 A decrease from 2020) Learning Culture (School: 7.9 NSW Gov Norm: 8.0) Data Informs Practice (School: 7.7 NSW Gov Norm: 7.8 An increase from 2020) Teaching Strategies (School: 8.1 NSW Gov Norm: 7.9 An increase from 2020) Technology (School: 6.9 NSW Gov Norm: 6.7 An increase from 2020) Inclusive School (School: 8.1 NSW Gov Norm: 8.2) Parent Involvement (School: 7.3 NSW Gov Norm: 6.8) School Customised Question: 77% of staff believed collaboration supported their teaching and learning practice during learning from home in 2021.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.



Celebrating Harmony Day