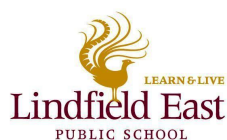


# 2022 Annual Report

## Lindfield East Public School



2404

# Introduction

The Annual Report for 2022 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](mailto:lindfielde-p.school@det.nsw.edu.au)

9416 1955

## Message from the principal

---

The 2022 report provides an overview of the exemplary achievements celebrated by Lindfield East Public School (LEPS). 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 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.

Student collaboration has been supported through providing additional technological resources to all students. Laptops and iPads were purchased allowing for 1:1 access in Year 3 and greater opportunities for K-2 iPad use. This strategy has enabled daily integration of technology to enhance engagement and student collaboration. A comprehensive review of student learning spaces resulted in the continuation of the flexible furniture project. After consultation with staff, students and external consultants 14 classrooms were furnished with a variety of furniture pieces designed to enhance student collaboration and collaborative teaching strategies.

LEPS has had a phenomenal year, academically and in the sporting and creative arts. Students in Year 3 & 5 performed exceptionally well in the National Assessment Program (NAPLAN). In Reading, 94% of students in Year 3 achieved in the top two bands for Reading and 86% in Numeracy. 77% of students in Year 5 achieved in the top two bands for Reading and 74% in Numeracy. The two robotics teams competed in the First Lego League Robotics competition. Stage 3 students performed in the top 5% of the Maths Olympiad and The Premier's Debating team were zone champions.

In the performing arts we have had significant participation. The LEPS String ensemble performed in the Festival of Instrumental Music (FOIM) at the Opera House and Rachael P was invited to perform a violin solo. The LEPS choir performed in the Festival of Choral Music at the Opera House. The junior and senior dance troupes performed at the Sydney North Dance Festival and all four of the bands; Training, Concert, Performance and Stage won Gold awards.

In the sporting arena LEPS was represented at state and national levels. The Boys AFL team achieved 2nd place in the state Paul Kelly Cup, the LEPS tennis team won the Primary Schools Tennis Challenge and LEPS students represented Sydney North for netball, cricket and soccer at state and national carnivals.

LEPS also celebrated success via media appearances. The eco garden monitors appeared on Channel 7 and 10 as part of the 'What's in Your Backyard' campaign. In November LEPS showcased various initiatives on Channel 9's Today Show, Tim's Weather School segment. The LEPS AFL team were invited to appear on Studio 10 as they achieved 2nd place in the Paul Kelly Cup.

As part of the strategic directions of the 2021 - 2024 Strategic Improvement Plan (SIP), the implementation of the new K-2 Mathematics and English Syllabuses and the use of highly effective teaching practices to improve reading and comprehension were the focus areas for teacher professional development in 2022. Teachers valued the support of Instructional Leaders to model best practice in Mathematics and Reading.

To embrace culture and social diversity we continue to develop programs which provide opportunities for students to interact locally and globally. Our link with Menindee Central School through the City/Country Alliance of Schools provide opportunities for students to visit both schools. We continue to communicate with our sister school, Chaoyang Demonstration School in Beijing.

Thank you to the P&C, led by Tini Singh, for their continued support and financial contributions throughout the year. A successful 'Bubbles and Bites' event was held in February welcoming parents to the new school year. The annual Easter Raffle raised funds for the school and brought the community together through the selling of tickets and the compilation of Easter baskets. Both parents and students thoroughly enjoyed Mother's and Father's Day breakfasts. The children loved the LEPS Fun Run which raised a substantial amount of money to upgrade the playgrounds. New seating and umbrellas were purchased for The Picnic Area and the K-2 fixed playground equipment installed. Funding to support additional Learning and Support teachers benefited students throughout the year. I would like to sincerely thank our P&C executive for their tireless commitment to the school and ongoing support during 2022. 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 2023, 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

---

Last year was the first year since Covid where we had our children return to school and we were able to organise and hold several face to face events.

It was so lovely to see our children and parent's happy faces at the fun-run, Mother's Day and Father's Day celebrations and other organized activities.

There were several incursions and excursions enjoyed by our children.

We successfully managed to complete the new K-2 playground and outdoor learning hub this year! We also committed \$100k to school learning support staff. This could not all be achieved without the support and effort from the school community!

P&C had an overall profit of \$81,799 this year.

We have a lot of fun events and activities planned for the year ahead.

Kicking of the year with Bubbles and Bites on the 24th Feb! this is an adults only evening to give all new and old parents to come together.

Welcome Back Night is back on popular demand too. We cannot wait to welcome all our new families and children.

P&C Auxiliary team are led by Iris and Danielle, they worked tirelessly at various events throughout the year to raise over \$50k

Events such as Mother's Day, Father's Day and swimming carnival were well executed and enjoyed by the parents and children equally.

Thank you, Melissa, for all your efforts and hard work in running the uniform shop so smoothly!

Creative workshop is back with a bang! Thank you, Adele for organizing and running such a wonderful and diverse program!

Thank you, Jane, Elise and Band committee, for delivering a fun and high-quality music program.

Strings Thank you, Grace and Olivia, for your time and effort.

After a lot of deliberation, I have decided to step down from my role as President. I have thoroughly enjoyed working with all of you in the executive committee - Yuna, Adele, Meredith, Daniel, Soojin and Iris. You have all been amazing. and I can't thank Diane and Jacqui enough for all their support and cooperation.

I urge you all to put your hand up wherever possible to support one another so our children can have another fabulous year at LEPS.

Thanks

Tini Singh P&C President

## Message from the students

---

### School Captain Graduation Speech

There is a line from Winnie the Pooh that sums up how Year 6 may be feeling today; "Goodbye..? Oh no, please. Can't we go back to page one and do it all over again?"

My name is Lucy P, and I've been at LEPS since Kindergarten, but in all honesty, it feels like I've been here for so much longer. It's amusing to look back at our time in kindergarten, when we were so small and nervous. Our uniforms were down past our knees and our school bags were double the size of us. Look at us now, leaving primary school for good. My older brother Charlie says, you feel like the king of the castle in primary school; going from a big fish in a small pond to a small fish in a big pond.

It's been an honour to have been your school captain this year and to watch our school develop. The whole of Year 6 have had the privilege of representing our school in many different aspects and at many external events. The school has given us so many opportunities for us to shape who we are and to be the best version of ourselves. As we walk out of Lindfield East, we can look back and be reminded of how much we have achieved since we first began our journey together.

I would like to express my sincere appreciation to the students, P & C committee and family members who have helped us get to where we are today. A huge thanks to Ms Read, Mrs Coles and all the teachers and staff who were wholeheartedly with us all along the way, from the beginning to the very end. You have supported us from our first day of Kindergarten to our final days of Year 6. We are all very grateful to you all.

To the Year 6 students of 2022, congratulations on graduating primary school. I hope you look back at your time at our school fondly, and have many wonderful memories both inside and outside the classroom. The transition to high school is a big one, nearly all of us taking different paths. Many of us may lose connection with good friends but I urge you all to maintain your friendships so they can continue to grow and thrive. No matter where we go or what we do, there will be challenges ahead of us. We need to face these challenges straight on with our heads held high and our hearts wide open. In the words of JK Rowling, "it is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all."

So year 6, class of 2022, go forth and LIVE! Our memories at LEPS will live within us forever. Thank you.



## 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	2022 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	Sustaining and Growing
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	Excelling
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.

- Reading
- Numeracy

### Resources allocated to this strategic direction

---

**QTSS release:** \$110,554.00

**Literacy and numeracy:** \$18,826.91

**Professional learning:** \$36,611.61

**Low level adjustment for disability:** \$57,460.50

**Literacy and numeracy intervention:** \$68,952.60

**Integration funding support:** \$15,464.00

**English language proficiency:** \$137,905.20

### Summary of progress

---

#### Numeracy

In 2022 the Numeracy Committee implemented a number of progress measures to drive improvement in student learning outcomes and quality of teaching throughout the school.

The first was to upskill staff ahead of the implementation of the new Maths Syllabus K-2. We included all staff, K-6, in this professional learning so everyone is aware of the changes regardless of what grade they are teaching in 2023. This led to improved confidence and understanding of the changes in content and approach to teaching Mathematics under the new syllabus, as well as knowledge of the resources available to staff via the online syllabus and units of work, including those related to differentiation. The Numeracy Committee also conducted an audit of the Maths resources located in each of the classrooms. Approximately \$10000 was spent updating the resources to ensure that all teachers have the equipment they require to effectively teach Mathematics. As part of this process, Stage based resource lists were created by staff based on what they felt was the necessary equipment each classroom should have at each Stage level. These will be used in future for the maintenance of resources in each classroom. By having standard lists across Stages, we have also found that teachers are being exposed to new Maths equipment they have not seen before, encouraging them to vary their teaching strategies, and research and incorporate new activities into their Maths lessons.

The Additive Thinking Assessment was introduced to Kindergarten and Year 1 to collect useful data to track the growth of Infants students' understanding of Whole Number and Additive Strategies. This information feeds directly into PLAN2, so can be used across grade levels by teachers to better meet the learning needs of students in their class. It can also be accessed by Learning Support Staff. Resources were purchased to create kits for teachers to use when implementing the assessment, to make the process as simple as possible. Staff were also given a half day off class to run the assessments. Though the PMSI program was not able to run due to staffing changes, we were able to locate the resources associated with the program and make them available to staff to improve the quality of their programs.

The NAPLAN data shows that 85.7% of our Year 3 students achieved in the top 2 bands for Numeracy, and 73.8% of Year 5 students. This meets our target of 80.7% for Year 3, but leaves us a bit short for Year 5. While we were still ahead of the Similar Schools Group and the DoE average, this is an area for continued focus. We were unable to measure student growth in Year 5 this year due to students not participating in NAPLAN when they were in Year 3.

The Check in Assessment results show that in Term 1, Year 4 students were performing 3.6% above the Similar Schools Group, while in Term 4 we saw a slight decrease with students performing 2.3% above the Similar Schools Group. In Year 6, students performed 2.9% above the Similar Schools Group in Term 1, increasing to 5.7% above in Term 4. In both grades students improved their performance across the three strands by between 1.2%-5.2%. There was a slight regression of 0.9% in Year 6 Number and Algebra, which will be monitored.

Some aspects of our initial plan for the year did not happen - we intended to have a whole school focus for staff tracking

student learning on PLAN2 in one area of the Numeracy Learning Progressions, and to begin a conversation around the use formative assessment across the school. We will implement these initiatives in 2023. We will link these in with some of the initiatives we did cover in 2022, for example tracking student progress in Additive Strategies K-6 to link with the Additive Thinking Assessment, and focusing on formative assessment K-2 in line with the implementation of the new syllabus.

Our key focus for 2023 will be the successful implementation of the new K-2 Maths Syllabus. We will be having a big focus on collaboration with clear expectations and guidelines for staff around annotating and reflecting on the units provided by the Department. We expect to find that there are aspects of the units we like and don't like, and things we need to change such as including more differentiation, to best meet the needs of our students. Another goal is to extend the Additive Thinking Assessment to Year 2. Then we will be collecting formal data on students K-6 (Primary through NAPLAN and Check In Data) to monitor their progress in Mathematics and determine any areas for focus across the school. We will also be focusing school-wide on the explicit teaching of problem solving. The school had a big push on this several years ago, but with changes to staff, it is time to revisit to ensure these key skills are being taught in every class.

## **Literacy**

In 2022 the Literacy Committee implemented a number of progress measures to drive improvement in student learning outcomes and quality teaching across the school.

Our focus was on the use of highly effective teaching practices to improve reading and comprehension.

The Phonological Awareness and Phonics Diagnostic assessments were introduced to Kindergarten and Year 1 to collect useful data to track the growth of Infants students' understanding of phonological awareness and phonics. This information feeds directly into PLAN2, so can be used across grade levels by teachers to better meet the learning needs of students in their class. It can also be accessed by Learning Support Staff. Resources were purchased for teachers to use in reading groups to support student understanding and progression.

This year this led to the focus on the explicit teaching of reading for students developing their early literacy skills teachers developed teaching and learning programs to explicitly teach phonological awareness and phonics to drive student growth. This was tracked using diagnostic assessments. To support teachers the English Committee purchased roughly \$6000 of decodable readers for K-2 classrooms and students still developing their Phonic Knowledge in 3-6. Class sets were purchased as well as catch up decodable reader sets for older students that are low-level high interest. Year 2 and 3 teachers have been using these catch up readers and have been tracking student growth. Through discussions with teachers it was apparent that we needed to improve our home readers to incorporate decodable readers. As a result, \$10,000 worth of decodable home readers have been purchased. These will be available for teachers as of 2023.

The Instructional Leader worked with teachers to improve their practice this year by co-teaching, leading and encouraging other teachers to observe literacy lessons across K-2. Each class had different focuses and the Instructional Leader was able to work in small group sessions with various students across K-2 to develop improvement in student learning with the focus on early literacy skills, phonic knowledge and reading comprehension across K-2.

The Instructional Leader led professional development on the new K-2 English Syllabus, breaking down the new aspects of the syllabus highlighting the different requirements, resources available and the change in pedagogy that is to be expected in 2023. We noted that in 2023 we will focus on the creation of quality literacy and numeracy programs utilizing the department's units and scope and sequences. This led to the understanding that we would need to purchase new Quality Literature for the K-2 English units. We have recently purchased Quality Texts for the K-2 English Syllabus based on the Department's unit of work for Term 1. Updating our resources using these recommended texts will continue to be a focus in 2023.

The Instructional Leader participated in Instructional Leader meetings with similar schools in our network area to discuss how they are improving the teaching and learning of literacy across their schools. The instructional leader reached out to schools who have been implementing the K-2 English Syllabus in 2022 for feedback, focus areas and requirements for resources to enable a successful implementation of the syllabus.

3-6 teachers were given a day off class to use the Fountas and Pinnell Benchmark Kits purchased last year to benchmark all students using this system. Teachers recorded this data and placed students on the data wall. This information was used across grade levels to meet the learning needs of students in their class and provide differentiated, explicit instruction during guided reading groups. This information was also accessed by Learning Support Staff.

Based on student reading data to further develop teacher's understanding of texts, reading comprehension and explicit teaching practices we employed Joanne Rossbridge to deliver professional learning sessions to grade teams across 3-6. Joanne led lessons with 3-6 classes while teachers observed and developed their skills. Teachers participated in collaborative programming sessions to develop quality literacy teaching and learning programs targeting the explicit teaching of reading comprehension skills and strategies.

Our key focus for 2023 will be the successful implementation of the new K-2 English Syllabus. We will be having a big focus on collaboration with clear expectations and guidelines for staff around annotating and reflecting on the units provided by the Department. We expect to find that there are aspects of the units we like and don't like, and things we need to change such as including more differentiation, to best meet the needs of our students. Another goal is to extend the Phonics diagnostic Assessment to Year 2. Then we will be collecting formal data on students K-6 (Primary through NAPLAN and Check In Data) to monitor their progress in Literacy and determine any areas for focus across the school. We will also be focusing school-wide on the explicit teaching of reading comprehension and early literacy skills to ensure that all students have an understanding of these skills. All teachers will be completing the K-2 English Microlearning modules available through MyPL to develop a deeper understanding of the new syllabus and its requirements.

We intend to create a more streamlined approach to professional learning now that the Department's courses are up and running more and the availability of online courses is increasing. Providing teachers with time and access to professional learning for literacy with the focus on early literacy skills for K-2 staff and the components of reading comprehension for 3-6 staff will be a priority. Ensuring that teachers have access to quality professional learning enables them to feel empowered to make changes to their teaching practice. K-2 staff will be focusing on: Phonics, Phonological Awareness and Fluency. 3-6 Staff will be focusing on the Focus on Understanding texts: The components of reading and other courses as they come available.

Teachers will continue to track student progress using the Fountas and Pinnell Benchmark kits 3-6 and the PM benchmark kits K-2. We also have Fountas and Pinnell Benchmark Kits for K-2 for teachers to try out different systems.. This data will be shown on the data wall in the reading room. Stage meetings and Learning and Support Meetings will be held in this room in 2023 to ensure that teachers participate in collegial discussions surrounding student learning needs and their expected growth. A goal for 2023 is to develop a digital tracking system to track student progress with reading comprehension so we can accurately triangulate data with student NAPLAN and Check in Results.

### 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
80.7% of students achieving in top two Bands for Numeracy in Year 3 and 5 NAPLAN  Increasing from 75.5% (baseline) by 2022.	The NAPLAN data shows that 85.7% of our Year 3 students achieved in the top 2 bands for Numeracy, and 73.8% of Year 5 students. This meets our target of 80.7% for Year 3, but leaves us a bit short for Year 5. While we were still ahead of the Similar Schools Group and the DoE average, this is an area for continued focus. We were unable to measure student growth in Year 5 this year due to students not participating in NAPLAN when they were in Year 3.
81.4% of students in Top 2 Bands for Reading in Year 3 and 5 NAPLAN.  Increasing from 75.1% (baseline) by 2022. (System-negotiated target)	77.4% of students achieved in the top two bands in NAPLAN reading in year 5 which is a 4 % increase from 2021 results.  93.7% of students achieved in the top two bands in NAPLAN reading in Year 3 which is a 13.3% increase from 2021 results in NAPLAN.
Expected growth Numeracy increasing from 75.5% (baseline) by 2022.	Expected growth cannot be calculate as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Expected growth Reading increasing from 75.1% (baseline) by 2022. (System-negotiated target)	Expected growth cannot be calculate as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.



### 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

**Socio-economic background:** \$4,408.32

### Summary of progress

In 2022, the Wellbeing Committee continued with a number of previous initiatives to support student wellbeing across K-6.

Improved structure of the SRC meetings which allowed the Year 6 SRC'S to feel more empowered and meet with greater regularity. This included the formulation of agendas, taking of minutes and communication to relevant stakeholders of matters arising. Roll call and minutes were taken. Updated playground rules were shared with the SRC for feedback to allow them to have a meaningful way of contributing to student voice. Streamlined fundraising for the school to support the school community was a successful focus. The students decided for the first time which charity they wanted to support. They came up with the idea of a sausage sizzle and a token ordering system was created by them. This event was very successful and over \$2,200 was raised for WIRES. We continued to support our existing charities of Menindee, Nepal, Pink Stumps Day (Jane McGrath Foundation) and the lyrebird preservation. In the next phase of this work, we will try and spread the fundraisers more equitably over the year.

The K-6 rewards system continued to be implemented school wide. The general feedback from staff and the community was positive with 6400 care and respect awards, 362 silver awards and 9 gold awards in November 2022, a large increase in student engagement is evident. Staff were regularly updated regarding this progress through staff meetings across the year. The P&C were updated regularly through P&C meetings and students were awarded their silver and gold awards at fortnightly assemblies across K-6. Scott Campbell and Justine Yip attended P@C meetings to outline the Awards Policy initially, give updates and seek feedback and then to review the data.

The yard games and peer mediation program was again implemented in 2022. This provided a number of leadership opportunities for interested Year 5 students to support K-2 students socially on the playground. As in previous years, 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 equipment was updated, aimed at developing the students' gross motor skills as well as their sense of belonging. Both these programs have assisted K-2 students in developing their independence and confidence with using different play equipment at lunchtime and solving minor playground issues without the need for a teacher.

As in previous years, Smiling Mind continues to be used as a mindfulness program to support student wellbeing. Due to logistical issues with the company, we were unable to undertake relevant professional development with all staff this year. A survey was also provided to all staff regarding the use of the program. Feedback was generally positive, however it was noted that the program is difficult to consistently implement due to the many disruptions and other programs that occur throughout the year. In the next phase of this program, we will contact Smiling Mind early in the year to arrange professional development for all staff and ensure all staff have log ins and relevant resources.

2022 saw the continuation of the Got it! program to train teachers and parents to support students with social and emotional regulation. This program followed on from the introduction in Term 4 2021 and continued across 2022. 10 identified children and their parents took 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 was held weekly for 1 term (Term 2 2022). Teachers were to 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 were supported with referrals to alternative services if required.

The Wellbeing Framework modules were rolled out to all staff across the school through staff development days and professional learning sessions during 2022. All modules have been presented to staff with all staff working on their participant booklets. Feedback has been generally positive. The gap analysis performed by all staff provided a starting point to identify any areas of need for the Wellbeing Committee moving forward.

SafeMinds online training occurred in 2022 with 4 members of the school staff participating. The SafeMinds program was critically evaluated after the training had been conducted, with the result that the program was not appropriate for our school setting.

The anti-bullying resources adapted from the department were presented to staff and parents for use in early 2022. The scope and sequence outlining the different areas of focus across the school was shared with all staff as were lessons sequences and resources. All staff have been working through this program. In 2023, staff will continue to follow the scope and sequence with a refresher session scheduled for Term 1, 2023.

### **Next Steps:**

In 2023, the implementation of the Smiling Mind program will continue school wide and become a bigger focus. A more detailed Staff/parent and student survey and student focus group will be rolled out in 2023 to gather feedback on the implementation of the program.

The K-6 reward system has proven to be effective across the year with consistently high student uptake and engagement. Students from Kindergarten are now obtaining silver awards with the numbers overall increasing. A larger proportion of students are on track to receive their gold awards and lyrebird pins. Excitement is looming with students as some near achieving their pizza party with the Principal Miss Read for two gold awards achieved. Student attainment of silver and gold awards will continue to be encouraged by all staff and monitored across the year to ensure the effectiveness of the system continues.

The peer mediation program and yard games were effectively implemented from Term 2. Both programs will be implemented earlier from Term 1, 2023 to provide more opportunities to support students' social wellbeing and provide year 5 students with leadership roles. A stocktake will take place on the equipment currently available. More staff will be trained in the program to ensure that student leaders can commence the program as soon as possible. In the next phase of this work, we will advertise the program more widely and ensure that all staff are aware of how the program runs and its purpose.

The SRC program will continue face to face weekly meetings in 2023 with regular student leadership training. As there will be no Year 6 SRCs for 2023, the school leaders and prefects will be taking their place and will be taking a more active role within the SRC. The increased focus on community fundraising and engagement with the wider community will continue in 2023.

In 2023, 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.

TTFM data will continue to be analysed to inform our future directions to support student wellbeing in 2023

### **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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Increase student attendance rate from 90.4% baseline to 94.5% (lower bound system negotiated target.).	The number of students attending greater than 90% of the time or more is 72.8% which has decreased by 17.2%. However; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022.
Increase the number of students recording Expectations for Success, Advocacy and Sense of Belonging at School in the TTFM survey of 86.3% baseline to 89.9% lower bound target.	Students who identified as victims of bullying has remained stable at 22%. 82% of students know where to seek help if bullied, an increase of 7% from 2021. The school remained well below the government mean of 36% with 22% of students reporting they were victims of bullying.. Explicit teaching practices remained stable at 7.4. TTFM data also shows 94% of students reported positive behaviour at school well above the government mean of 83% and 82% of students reported at positive growth orientation across the 2022 period. Students set challenging goals for

<p>Increase the number of students recording Expectations for Success, Advocacy and Sense of Belonging at School in the TTFM survey of 86.3% baseline to 89.9% lower bound target.</p>	<p>themselves in their school work and aim to do their best 82% as compared with the government mean of 79%.</p> <p>From 2023, students will have the TTFM survey administered by the wellbeing committee members to ensure validity and consistency of data. SRC representatives will explain the function of the TTFM survey to their classes. Focus groups with students will also be held to collect varied data, headed by SRC leaders.</p> <p>The goal of 89.9% of students with positive wellbeing will continue to remain a focus for 2023.</p>
--	---

## 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 2022, collaboration was a focus which involved teachers working collaboratively in year/stage teams to plan, program and teach throughout the year. Staff reviewed their syllabus content and worked together on the one learning platform per year group to facilitate consistency, differentiation and quality teaching. Formative assessment and collaborative tracking strategies were used to ensure student engagement and growth. Working collaboratively enabled a positive working culture that allowed staff to bring together multiple perspectives to enrich and build upon teaching and learning programs.

Staff supported each other through targeted and differentiated professional learning through an action research project which focused on trialing and implementing the delivery of Learning Intentions and Success Criteria (LISC) and effective feedback strategies. Due to the collaborative processes put in place, staff felt supported to cater for all students as well as implementing engaging and challenging teaching programs. Teachers successfully collaborate in committee teams to achieve identified targets and drive student progress to support the School Improvement Plan.

Collaboration with professional learning communities such as the 'Killara Schools Partnership', the Dee Why cross network HPGE committee and the Forest network Instructional Leader group, continued to build collective ownership and facilitate strong pedagogical practices. Unfortunately due to COVID and the lack of casuals the Quality Reading Network and The KSP Quality Teaching Rounds have been placed on hold. The 'Primary Mathematics Schools Initiative' will need to be reviewed for implementation in 2023.

The focus on formative assessment has been guided by the professional learning provided by the LEED project. Teams reviewed what a quality assessment includes and applied this to writing assessment tasks. Another project of focus was effective feedback through an action research project. 100% of teachers participated in this trial and presented their illustrations of practice in the form of videos and bump it up walls.

A comprehensive review of student learning spaces resulted in the continuation of the flexible furniture project. After consultation with staff, students and external consultants 14 classrooms were furnished with a variety of furniture pieces designed to enhance student collaboration and collaborative teaching strategies.

Student collaboration has been supported through providing additional technological resources to all students. Laptops and iPads were purchased allowing for 1:1 access in Year 3 and greater opportunities for K-2 iPad use. This strategy has enabled daily integration of technology to enhance engagement and student collaboration.

### Next Steps:

Curriculum reform will be a focus for collaboration in 2023 with the Assistant Principal Curriculum and Instruction (APCI) working alongside teachers to implement teaching strategies in line with the new K-2 English and Mathematics Syllabus documents. Additional planning and preparation time has been timetabled for 2023 to build the professional capacity of teachers through effective collaborative practices. The additional time will be scheduled into timetables, professional learning sessions, staff development days and whole day collaborative planning sessions.

Quality Teaching Rounds with the Killara Schools Partnership will recommence in 2023. Team teaching with an APCI is planned for K-6 classes to support the explicit teaching of reading K-6 with a focus on comprehension skills.

Building on the success of 2022, a focus on formative assessment and effective feedback will continue assist teachers to

collectively review where students are at and how to cater for individual students needs, promoting student growth. 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, including the use of PLAN to track achievement and provide next steps in student learning.

The flexible furniture project will continue into 2023 with Stage 1 classrooms furnished to complete the rollout across the school. A focus for 2023 is professional learning to support staff in the use of flexible learning spaces highlighting the pedagogical implications of flexible furniture.

In 2023 the technology teacher will provide professional learning for staff to further develop effective teaching strategies that utilise the technology available across the school.

### 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 trialing systems to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice and timely feedback between teachers.	<ul style="list-style-type: none"> <li>• 98% of teachers engaged in trialing systems to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice and timely feedback between teachers.</li> </ul>
100% of teachers engaged in professional learning to understand, develop and apply a range of assessment strategies to a targeted area to determine teacher directions and assess student progress and achievement.	<ul style="list-style-type: none"> <li>• 100% of teachers engaged in professional learning to understand, develop and apply a range of assessment strategies to a targeted area to determine teacher directions and assess student progress and achievement.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$15,464.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student needs</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved literacy and numeracy outcomes of identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with evidenced based intervention programs and strategies e.g. Multilit, Minilit, Spelling Mastery. School Learning and Support Officers will be trained in these programs to further support targeted students.</p>
<p>Socio-economic background</p> <p>\$4,408.32</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing Program</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Student assistance for families experiencing financial difficulty. For example; excursions, Reading Eggs, Mathletics, technology or Mandarin programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student equity and participation in extra curricula activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide assistance to families who are experiencing financial difficulty.</p>
<p>English language proficiency</p> <p>\$137,905.20</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul>

<p>English language proficiency</p> <p>\$137,905.20</p>	<ul style="list-style-type: none"> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• provide EAL/D Progression levelling professional learning to staff</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• resourcing the EAL/D learning spaces with books, teaching and learning activities, flexible furnishings and technology.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All EALD students receiving targeted support both in-class and during withdrawal sessions to support their learning. All staff attended PL on the EALD learning progressions with teachers more confident to place students on the progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$57,460.50</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention programs (Minilit, Multilit, Spelling Mastery) to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> 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>Professional learning</p> <p>\$36,611.61</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lindfield East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Professional learning</p> <p>\$36,611.61</p>	<ul style="list-style-type: none"> <li>• Teacher Professional Learning that improves the teaching of literacy and numeracy</li> <li>• Learning partnerships with Killara High School through the Killara Schools Partnership</li> <li>• New Curriculum Reform PL</li> <li>• Whole school, stage and individual PL sessions to support PDPs and the School Improvement Plan's Strategic Directions</li> <li>• Action research projects focussing on feedback and learning intentions, success criteria.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increase capacity of all teachers to embed effective practices in literacy, numeracy and self-identified PL areas (as reflected in PDPs) K-2 staff being experts in the field for the new syllabus</p> <p><b>After evaluation, the next steps to support our students will be:</b> Personalised and targeted PL in-line with PDPs and school plans</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• purchasing of literacy resources (Fountas and Pinnell) for guided and shared instruction</li> <li>• release time to engage staff in professional learning</li> <li>• Instructional leader worked across K-2 classrooms to support early reading strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice. Teachers use learning intentions and success criteria. Teachers have now embedded evidenced based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing professional Learning on the Implementation of the new K-2 Mathematics and English syllabus. Using the Learning Progressions to track and support student progress. Familiarisation of the 3-6 English and Mathematics Syllabus. Reporting to parents will be updated in line with the new syllabuses.</p>
<p>QTSS release</p> <p>\$110,554.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff in the teaching of Mathematics to support student learning</li> <li>• co-teaching Mathematics with an Instructional Leader</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• teacher and executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their</li> </ul>

<p>QTSS release</p> <p>\$110,554.00</p>	<p>individual needs.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice in mathematics and reading. Teachers embed evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> APCI will work with classes K-2 to support implementation of the new syllabus documents. Assistant Principals and APCI will team teach to model best practice in literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$68,952.60</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement intervention programs to support identified students with additional needs</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 2021 to 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Engagement of additional teaching staff using school funding to extend intensive small group reading and mathematics intervention programs</p>
<p>COVID ILSP</p> <p>\$12,587.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted support for identified students to meet students 'point of need' in literacy. Analysis of literacy data indicated 45.4% of students reached their personal learning goals based on the Literacy progressions; with a further 18.1% of students making substantial gains towards achieving their personal learning goals of 2022. 36.3% of students have made some progress but will require additional support. 100% of students achieved their personal learning goals based on the spelling progressions within the normal range.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue implementation of literacy small group tuition. Plan for frequent</p>

COVID ILSP

\$12,587.00

analysis of student assessment and recording of data and build in time for this information to be shared between COVID teacher and class teacher. Continue to provide PL in PLAN2 in 2023 to enable consistent monitoring of data.



LEPS Eco Garden

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	364	358	336	322
Girls	310	286	252	263

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.9	96.1	97.3	92.6
1	96.4	94.6	96.2	93.3
2	95.8	95.6	97.4	92.5
3	95.0	95.8	96.4	93.5
4	94.6	93.3	96.0	92.3
5	94.3	95.7	96.1	92.8
6	95.1	95.7	94.2	90.5
All Years	95.3	95.2	96.1	92.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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.



Kindergarten 2022

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.01
Literacy and Numeracy Intervent	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	2
School Administration and Support Staff	4.06
Other Positions	1

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.



LEPS Library

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,436,022
<b>Revenue</b>	6,356,481
Appropriation	5,665,942
Sale of Goods and Services	20,809
Grants and contributions	645,507
Investment income	13,836
Other revenue	10,388
<b>Expenses</b>	-5,844,410
Employee related	-4,708,586
Operating expenses	-1,135,824
<b>Surplus / deficit for the year</b>	512,071
<b>Closing Balance</b>	1,948,093

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.



LEPS Library

## Financial summary - Equity loadings

---

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	15,464
<b>Equity Total</b>	303,930
Equity - Aboriginal	0
Equity - Socio-economic	4,408
Equity - Language	205,258
Equity - Disability	94,263
<b>Base Total</b>	4,257,002
Base - Per Capita	148,576
Base - Location	0
Base - Other	4,108,427
<b>Other Total</b>	724,049
<b>Grand Total</b>	5,300,445

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](https://myschool.edu.au) to access the school data.



Harmony Day

# Parent/caregiver, student, teacher satisfaction

## Student Survey

This year 214 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 behaviour at school

94% of students do not get in trouble at school for disruptive or inappropriate behaviour which is comparable to 2021 data (83% NSW Govt Norm).

#### \* Students who are victims of bullying

22% of students believe they have been victims of bullying which is comparable to 2021 data. (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. (7.5) compared to (7.8) in 2021.

#### \* Expectations for success

School staff emphasise academic skills and hold high expectations for all students to succeed (8.7) which decreased from (9.0) in 2021.

##### • School pride

76% of students agreed and strongly agreed with the statement 'I feel proud of my school' compared to 78% in 2021.

##### • Students know where to seek help if bullied.

If students are being bullied or see someone else being bullied, they know where they can go for help. 82% of students know where to seek help if bullied compared to 75% in 2021.

## 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: (7.0) which is a decrease from (7.2) in 2021 (NSW Gov Norm: 7.4)

\* Parents are informed (School: (5.5) which is a decrease from (6.1) in 2021 (NSW Gov Norm: 6.6)

### Parents' Participation at School

\* 91% of parents contacted their child's teacher about learning and/or behaviour throughout the year, compared to 96% in 2021.

\* 101% of parents have attending meetings at the school, compared to 87% in 2021.

### Recommend School

\* 90% parents would recommend LEPS to other parents in the community, compared to 97% 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: 7.0 NSW Gov Norm: 7.1 An increase from 2021) Collaboration (School: 7.5 NSW Gov Norm: 7.8 An increase from 2021) Learning Culture (School: 8.1 NSW Gov Norm: 8.0 An increase from 2021) Data Informs Practice (School: 7.9 NSW Gov Norm: 7.8 An increase from 2021) Teaching Strategies (School: 8.1 NSW Gov Norm: 7.9) Technology (School: 6.6 NSW Gov Norm: 6.7 A decrease from 2021) Inclusive School (School: 8.3 NSW Gov Norm: 8.2 An increase from 2021) Parent Involvement (School: 7.0 NSW Gov Norm: 6.8)



LEPS Fun Run

# 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.



Runners up Paul Kelly Cup