

2024 Annual Report

Lindfield East Public School



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Introduction

The Annual Report for 2024 is provided to the community of Lindfield East Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

2024 Principal's Report

The 2024 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, physical, creative and social and emotional programs are successfully provided. The depth of quality teaching that occurs within the school instils a 'love of learning' and inspires the 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 classrooms K-6, providing opportunities for students to work collaboratively.

Student collaboration has also been supported through the availability of technological resources for all students - iPads - 1:1 access for K-2 and 1:1 access to laptops for Years 3-6. Resource allocation has enabled daily integration of technology to enhance engagement and student collaboration. Flexible furniture is a feature of every classroom. The furniture layout is designed to enhance student collaboration and collaborative teaching strategies.

LEPS has had another phenomenal year, academically and in the sporting and creative arts.

- Students in Year 3 & 5 performed exceptionally well in the national assessment program. In Reading, 35% of students in Year 3 were exceeding NSW Curriculum expectations and 46% of students in Numeracy. In Year 5, 63% exceeded expectations in Reading and 46% in Numeracy.
- The three robotics teams competed in the First Lego League Robotics competition and won their first trophy!
- Our students performed extremely well in the Maths Olympiad competition this year. 23 of our Stage 2 and 3 students were placed in the top 10% internationally. Congratulations to Jack Harding who achieved the highest score, followed by Archer Le, Sophia Wu and Aster Williams.
- This year LEPS hosted the Northern Sydney Multicultural Perspectives Speaking Competition final. Congratulations to Isla Van Hemert, Ariz Ahmed, Philippa Campbell and Emily Eales who made it through to the final and proudly represented the school.
- The LEPS STEM Fair, held during Education Week showcased our budding scientists.

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.
- The junior and senior dance troupes performed at the Sydney North Dance Festival.
- At the Australia School Band and Orchestra Festival, our Training Band and Concert band achieved a gold award and the Performance Band achieved silver.

In the sporting arena:

- Ryan Hu swam in the 50m freestyle, 50m breaststroke and 200 IM at the area carnival.
- Caroline Evans participated in the 50m butterfly, 50m freestyle, 50m backstroke and 100m freestyle at the area carnival.
- The Junior girls relay team of Valerie Evans, Nicole Wu, Sayaka Fukuda and Evelyn Sun placed first in the Area swimming carnival and finished 4th in their relay event at the State Carnival - an amazing achievement for our talented team.
- Nicole Wu finished 4th at area for her Breaststroke event.
- Valerie Evans participated in multiple events at both the Area and State Carnival. She placed 3rd in her 200M Individual Medley race and 1st in Butterfly at the area carnival, qualifying for the NSWPSA state carnival where she competed admirably.
- Sophia Wu raced in the 50m freestyle, butterfly (finishing 2nd) and 200m Individual Medley at the area carnival; qualifying for state in her Butterfly event.
- Caroline Evans also participated in numerous events at the area carnival, racing in the 50m freestyle, butterfly (where she finished 3rd), backstroke and 100M freestyle, qualifying for state in her individual Butterfly event.
- The Senior girls relay team of Caroline Evans, Sophia Wu, Lily Nguyen and Zara Tong finished third at the area carnival after an amazing race and at the state carnival put in an outstanding effort.
- Lindfield East was very well represented at the Area Cross Country Carnival; with Isabella Calvert, Minnie Murphy and Finn Stapleton competing in Year 3. Valerie Evans and Harry Fletcher in Year 4 and Jess Badenhorst, Caroline Evans, Harper Lee and Camilla Johnston in Year 6 all qualifying based on their success at the Zone carnival.
- Every year, as part of Ku-Ring-Gai's sporting pathway allowing students to develop and demonstrate their advanced sporting ability, Lindfield East had numerous students represent beyond the Zone level in their chosen sports.
- These successful students include Sam Renshaw and KJ Hall in AFL, Clarisse Liu and Sienna Alexander in Tennis, Sam Renshaw in cricket, Kieren Chung and Ken Li in Basketball, Camilla Johnston in Netball, Skye Roope and Emily & Sophie Eales in Orienteering, Jessica Badenhorst, Camilla Johnston, Anneliese Shaw, Lisa Yusman, Lily Nguyen, Sam Renshaw and Ethan Marriner in Touch Football.
- The LEPS tennis team performed at a high standard at the Primary Schools Tennis Challenge. Jaden Cheah, Adam Jiang, Hamish Rose, Luke Evans, Viggo Strom and Nathan Wang led the school to 3rd place in the masters finals.
- At the Area Athletics Carnival, Lily Nguyen participated in the shot put, Harper Lee in the 800m and 1500m and Anneliese Shaw in the 100m.
- Sully Schuback won the high jump event at the area carnival and participated in the high jump at the state athletics.

As part of the strategic directions of the 2021 - 2024 Strategic Improvement Plan (SIP), the implementation of the new K-2 and 3-6 Mathematics and English Syllabuses, engaging with quality assured teaching resources for every new syllabus and supporting EALD learners were the focus areas for teacher professional development in 2024. Teachers valued the support of Instructional Leaders to model best practice in Mathematics and English.

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 provided 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 Meredith Corbett, for their continued support and financial contributions throughout the year. 'Come and Play' was held before school commenced for the year to enable students and families to meet and reconnect. 'Tea and Tissues' was organised by the Year 1 parents to welcome the new Kindergarten parents on Kindergarten's first day of school. The successful 'Bubbles and Bites' event was held in February welcoming parents to the new school year. Welcome Back Night, welcoming all families to the school year was a successful event held on the school oval. 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 and stalls. The children loved the LEPS Dance-a-thon on the last day of Term 3. Funding to support additional Learning and Support teachers benefited students throughout the year. The teachers were very appreciative of the \$500 gift to purchase classroom resources and loved the complimentary massages. Many families attended and enjoyed the movie night in November. I would like to sincerely thank the valued members of our P&C for their financial contributions, support of the school and building a sense of community.

As we move into 2025, we will implement the Department's Plan for NSW Public Education- Transforming lives through learning. In particular:

- Every learner receives a high-quality education that enables them to excel
- All Children have the best start in life and
- Every student is known, valued and cared for.

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

The P&C works in collaboration with our parents, teaching staff and Principal Diane Read to implement initiatives that a) enrich the holistic education of our children, and b) strengthen the sense of community within the school.

Each year, we aim to raise over \$150,000 to fund essential resources and facilities that enrich our children's academic, physical, creative, social and emotional learning.

In 2024 we raised almost 67% of this goal with \$100.1K raised:

- \$54.02K in profits from events
- \$46.08K from P&C contributions (equates to approx. 45% family contribution rate)

In 2024, we focused on projects that provided essential resources and facilities to enrich our children's academic, physical, creative, social and emotional learning and with parent support we were able to achieve many great things.

- The **Band, String Ensemble, Creative Workshops and Uniform shop** continued to serve the LEPS community
- We held a full year of successful community building and fundraising events
- Thank you to 2024 Class Parents for taking a lead role in coordinating the events
- The Easter Raffle and Dance-a-thon were our biggest fundraising events and had their most successful year yet with profits of \$25.5K and \$11.6K respectively (up from \$13.6K and \$8.2K in 2023)
- Movie Night, in Term 4, was a success despite another rainy Friday bringing together 100 families to watch Garfield The Movie.
- The **Language Other than English (LOTE) program is underway** based on the results of the 2024 survey (in addition to the Community Languages Mandarin Program which is ongoing as per 2024)
- Extracurricular LOTE German started in Term 4 2024
- Extracurricular LOTE French to commence in 2025
- Optional LOTE Mandarin (for nonnative speakers) during school hours started in 2025 (only for Y1-6 students who opted in at the end of 2024)
- We **funded several initiatives** important to the LEPS community
- **Teaching staff** to support literacy & numeracy
- **New sport equipment** including 'H' goals, soccer goals, netball hoop
- **'Classroom Wishlist'** that allowed each class to purchase \$500 worth of supplies selected by the students and teacher for their classroom
- Oval maintenance
- **Fairy Garden play equipment** prepurchase in anticipation of work to commence
- **Wellbeing week chair massages** for all teachers/school staff
- We started to explore the DoE requirement to **transition BASC under the P&C** vs. transition to an external (non-parent lead) provider, a process that is ongoing for 2025
- We **said farewell to Miss Rixon** after 18 years of teaching at LEPS

For 2025 the P&C are excited to announce:

- A **full program of social and fundraising events** is planned
- We have **implemented a new Community Partners initiative** (lead by Leah Frizell) that is bringing in an **additional \$11.5K to fund key P&C events in 2025.**
- Thank you to Nahid Coventry @ Di Jones Lindfield, Harris Farm and Pet Circle for their support
- This will allow us to subsidise the ticket prices for some events for school families to participate
- **LEPS Chess Club was started** in Term 1 (thank you to Yuna Yang for leading this)
- **Fairy Garden Project (a nature play space)** will commence (around Easter)
- **High Jump and Long Jump facilities will be funded** to support the LEPS Athletics program
- An outdoor learning/ performance space under the fairy garden will be upgraded
- **We will co-fund (with Y6 class of 2023) an additional mural** to spark imagination and create a happy school environment
- **We will continue to support the schools' needs regarding teaching staff to support literacy & numeracy** so that ALL students receive the attention and support needed
- **We will continue to fund the 'Classroom Wishlist'** that allowed each class to purchase \$500 worth of supplies selected by the students and teacher for their classroom
- Other items deemed important to the school community will also be supported

In addition, the following will be agreed at the AGM and implemented in Term 1:

- **Addition of a Lead Class Parent Role to the P&C subcommittees.** The Lead Class Parent will be an active member of the P&C and will provide ongoing leadership on best practices and expectations to the Class Parent Group
- **Addition of the annual P&C Contribution to the Term 1 Statement of Account,** in line with the 2024 amounts

(\$350 per family or \$220 for one student families)

Lastly but not least, we welcome the involvement of all parents in 2025.

Our parents are a critical part of our school community, and we appreciate your collaboration so that we can continue to provide our children with the best education possible. There are many ways you can get involved:

- **Take on an Exec Role** - President, VP, Treasurer, Secretary
- **Pay the P&C annual contribution** - \$350 per family, \$220 per student
- **Be involved in a subcommittee** (Events, IT, Grounds Force, Parent Auxiliary, Community Partners, LEPS Marketplace, Band, Strings, Chess Club)
- **Offer a skill** that could help with running the school (event planning, graphic design, landscaping, building communication, web design, translation, other)
- **Volunteer** at least once each year to support the school
- **Support Initiatives** by attending events, selling raffle tickets, donating prizes etc.
- **Be a Class Parent**, an essential link between the class and the P&C, communicate key messages, help coordinate year group events, encourage fundraising and participation, welcome all new families, support the teacher when needed
- **Be a general member**, attend meetings, better understand school operations, voice your opinion on key decisions

Whether you volunteer your skills and/or time leading or supporting one of our events, or you simply pay your P&C contributions, your continued support and commitment to Lindfield East Public School is appreciated. **Together we can continue to provide the best resources and facilities so that our children have the educational environment they need to succeed.**

Meredith Corbett (Todd), Mother of Matilda Y6, Henry Y4, Beatrice Y2 LEPS P&C President 2024

Message from the students

Charlie Fletcher - Student Leader

Good morning, I am Charlie Fletcher, and I have had the pleasure of being one of the LEPS school captains for 2024. I have greatly enjoyed my time here at LEPS and am looking forward to what the future will bring. It's an honour to be here right now reflecting on my experiences at this wonderful school.

Like many of us here today, I joined LEPS in Kindergarten. Before that, my preschool teachers took us for orientation days to "big school" and I was always looking up at all these massive kids, twice or three times my height, and thinking, woah, I'm going to be that tall one day.

When Kindy finally rolled around, we all came blazing into the classroom, with our oversized hats and bags that were bigger than us, ready for whatever the teachers threw at us. We started to read and write, but we also did many fun things, like making slime and doing drama.

I came in with lots of friends, (and cousins), but made plenty of new friends along the way. Together, we have had the opportunity to go on many excursions, and learn so many new things about so many historical places, like Rouse Hill, the Field of Mars, the Coastal Environmental Centre and Taronga Zoo.

But all these fun trips were put on hold when the COVID pandemic swept in. The Covid virus changed so many things, and at the tender age of 9, it was a lot for all of us to take in. One thing that Covid helped us with was learning to entertain ourselves. The boring hours spent at home doing nothing eventually evolved into games that were fun and very easy. Video games were a hot topic on the many Zoom class chats, and seeing who had the funniest background. But in the end, we all needed to see our friends and get back into the classroom again, which I know came as a relief to all our parents.

For those of you who know me well, you will know one of the things I most love to learn about is animals. This school has really helped me pursue that passion and learn even more, from the Eco Garden, which has been a big part of my life, to the excursions to the zoo, to the rock pools at Narrabeen, and all the information reports I used to love doing. That is one of the great things about LEPS. Whatever passion you have, whether it's animals, sport, reading, robotics, or even mastering handball, this school helps you get where you want to be in so many ways.

Our final year of primary school has been jam packed with activities of all kinds. Our excursion to Canberra was a highlight, and taught us about how Parliament works and showed us the sacrifices Australians have made in the wars. Many of us also had the chance to spend a week in Menindee, allowing us to see the world from a different perspective and experience the rough and tumble of rural Australian life. There were ups and downs during the year, like the athletics carnival being postponed 3 times, but we've enjoyed every minute. From planning our end of year celebrations, to running our own business at the Mini Fete, we have had one of the most exciting years of our lives. We have had so many laughs, and we are looking forward to the ones that high school will bring.

For this year's leadership team, we've had many good learning experiences, leading assemblies and representing our school, which we are forever grateful for. In fact, all our school years have been a massive learning experience, not just academically, but physically and mentally. And so much of that credit has to go to the teachers we've had over our time at LEPS. Personally, I want to thank all my teachers, Mrs Rixon, Mrs Hegarty, Mrs Wright, Mrs Penprase, Miss Yip, Ms Sonter, Ms Marquet, Mrs Elliot, and Miss James. And also, to the other Year 6 teachers this year, Mrs Ruff and Mr Campbell, and of course to Ms Young and Ms Read. We thank you for helping us learn and thrive, and preparing us for high school.

Lastly, I think all of us would like to thank our wonderful parents, grandparents and carers who have been there for us through our primary school years and have done so many things and given so much of their time to help us get to where we are today.

We are all looking forward to high school, and while it feels a bit daunting, we all wish the best for each other and that we all will have a safe and fun journey into adulthood. Although we are all headed in different directions, we will always be the LEPS Year 6 Class of 2024, and I'm sure we'll all see each other again around the area. Congratulations to everyone on making it through primary school and best of luck for the coming years. Thank you.

Imogen Angel Schostak - Student Leader

My journey at LEPS has been a long and vigorous one, and unfortunately, that journey is coming to an end. I must embark on a new adventure as I transition to high school, a new and untold tale. This year at school has definitely been the most memorable, and undoubtedly the most eventful yet.

I first arrived at LEPS in year 2-or 2020- later than most, but I quickly adapted to the LEPS lifestyle with the help of our hard-working teachers, who never failed to encourage me to learn, read, and write. Joining school in COVID wasn't easy, and it only made things much, much harder than it already was. But perseverance was something that they taught in school, so I took that to mind. I enjoyed the activities that the school promotes and organises, which strengthens social cohesion between students, parents, and the general community of LEPS.

The academic structure of the school has a strong emphasis on preparing students for transitioning to high school as the little fish in the big pond. Further LEPS with its reliable SRC and P & C committee has provided me with an avenue to achieve real change within the school's reduce, reuse, recycle program, which I hope will continue after I leave to new horizons high school offers.

LEPS in the near future will turn 100 years old, which will be a testament to its important position in our community. Year 6 was only the start of the new path we must all follow, and we will continue to learn and live. I am extremely grateful for being honoured as school captain of 2024 and hope that I have contributed to the great institution, which is Lindfield East Public School.

School background

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 culturally diverse student population with the support of a school community that places a high value on education. There are 520 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 2021-2024 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 school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
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 School Excellence Plan and the achievement of school improvement measures.

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
English language proficiency
Small group tuition (SGT)
QTSS release
Integration funding support
New Arrivals Program
Socio-economic background

Summary of progress

English:

In 2024, Lindfield East staff implemented a number of initiatives to drive improvement in teaching and learning. K-2 staff continued the implementation of the K-2 syllabus, with a focus on adapting the teaching units for our context. Staff 3-6 started teaching from the new syllabus this year and have collaboratively designed rubrics and templates to more efficiently plan and teach the Component A portion of the English teaching units.

To align our teaching and learning with the new English syllabus we have adopted the department's Scope and Sequence for implementing the sample units and we embedded a K-2 phonics scope and sequence that focused on the explicit teaching of phonics. Results in the statewide Year 1 mandatory Phonics Screener showed growth over previous years, with 53 students classed as "on track", and only 4 students falling within "carefully monitor" or "support required".

The Phonological Awareness and Phonics Diagnostic assessments continued to be implemented across K-2 to track student progress in their understanding of early reading skills. The data from 2024 phonological assessments in kindergarten showed strong growth over 2023 data including a 24% increase in students achieving at the Demonstrated level for single-letter grapheme/phoneme correspondences, 21% increase in students reaching Demonstrated for CCVC/CVCC with blends and consonant digraphs and an 18% increase in students reaching Demonstrated for their knowledge of split digraphs. This information feeds directly into PLAN2, so it 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.

Reading fluency was assessed using the DIBELS tool across the K-2 cohort, with 2024 scores overall showing 2% improvement over previous years scores, with 97% of students achieving within the expected fluency band. 3-6 classrooms have been trialling teacher-created fluency assessments using target vocabulary and spelling skills taught in English units, with Term 4 data showing pleasing growth over Term 1 data.

To implement the component B aspect of the teaching units, all mentor texts identified in the 3-6 sample units and multi-age units were purchased as class sets. Teachers have been differentiating these programs to cater for our diverse learners. Outcomes that have been taught have been tracked to ensure full syllabus coverage and for assessment opportunities.

Teachers developed their capacity to support and differentiate for EALD learners through 24 hours of registered professional learning through the TELL (Teaching English Language Learners) course delivered at school across 2024. This quality professional development supported teachers to : understand how English as an additional language develops, how to build a high support, high challenge learning environment, how to scaffold the language and literacy demands of the curriculum, and to reflect upon their own classroom practice. Teachers presented case studies to the rest of the staff, with real life examples of how they have implemented this learning into their daily practice. As a result of

the teaching staff participating in the TELL course this year, 100% of teachers now feel more confidence in differentiating learning for EALD students, 96% feel confident that they can provide high challenge and high support environments in their classrooms, and 100% of teachers understand how English as an additional language develops in students. In 2025 new teachers and experienced staff, to strengthen their understandings, will participate in the EALD Learning Progression 5 hour PL course.

All teachers who had not already completed the Effective Reading in the Early Years: Phonics credential completed this at the start of 2024, as a springboard into engaging deeply with the new English syllabus. Teachers also engaged with 5 online professional learning modules about the 3-6 English syllabus- including strengthening oral language, fostering word level understanding, building sentence level understanding, extending reading practices 3-6 and selecting texts to develop fluency and comprehension. Teachers have expressed a greater confidence in teaching component A and component B during their English lessons. Tell Them From Me teacher survey data indicated that 100% of teachers feel either very confident or confident to teach the new English syllabus.

Parents were engaged in understanding the new English syllabus at a parent evening in Term 2. Further sessions were held in Term 3, based on parent feedback, with a hands-on focus to show parents how they can enrich their child's vocabulary and fluency through playing fun games and challenges at home. 100% of attendees reported that they feel confident in applying the demonstrated strategies at home. Parent responses to the Tell Them From Me parent survey indicated that parents are still very keen to learn more about the English and mathematics syllabuses, and are interested in more support for child growth and development, and child wellbeing and behaviour. Moving forward, a parent information session will run for new parents during the kindergarten transition period, about early literacy and numeracy development for parents, and we plan to run parent hands-on sessions concurrently during the meet-the -teacher evening in term 1 2025, which will enable more parents to participate.

In 2025, the focus for the English team will be to build vocabulary in students through quality picture books, and regular read-alouds with discussion. Teacher capacity will be built through targeted professional learning, Learning Walks to share good practice, and collaborative planning sessions across and within stage groups. Data will be tracked using Understanding Texts outcomes in the literacy progressions, plus PAT vocabulary tests to ensure students make more than one year's growth for one year of teaching. The team will also investigate best practice, and the evidence base for tracking student reading comprehension and meaning making.

Numeracy:

Our focus in 2024 continued to predominately be on the successful implementation of the new K-2 curriculum, and the beginning implementation of the new 3-6 staff syllabus

This year K-2 staff used their teacher judgement to adapt the department units to the context of the school while still keeping the department's suggested Scope and Sequence. This helped to consolidate teacher understanding of the conceptual basis of the teaching activities and the interconnected approach to teaching. Staff also completed PL through the micro-modules to equip them with teaching strategies and a firm understanding of the reasoning underpinning the connectionist approach.

We provided further opportunities for staff to develop their capacity in using PLAN2 as an ongoing tool for planning, assessing and recording formative assessment. This type of formative assessment is more suited to the new syllabus and units of work. We provided PL for staff on the use of PLAN2 and how to incorporate it into regular practice as a means of guiding teaching and learning activities. In a staff survey after the PL we found that 70% of staff felt very or completely confident to input data into PLAN2 compared to only 20% prior to the learning session. Staff also felt much more likely to use PLAN2 as a way of formatively assessing on a regular basis with 60% of staff responding that they were highly likely to use PLAN2 on a termly basis compared to 20% prior to the session.

We feel that we successfully implemented the new curriculum in K-2 in terms of staff familiarity with the syllabus, and in doing so managed to not only maintain our high standards of student success but exceed it. Results from testing using the IfSR Additive Thinking assessment in Kindergarten showed a higher percentage of students were consistently applying higher level strategies and flexible thinking to solve problems, compared to the same assessment run with Kindergarten in 2022 (where students were more reliant on simpler strategies such as one-to-one count or concrete objects).

We also continued to implement successful Maths programs in Years 3-6. By Term 4, 2024, Years 3-6 had completed the Check in Numeracy assessment. Year 3 outperformed the SSSG by 7.2% and Year 6 was 3.1% above the SSSG. In 2023, the Year 3 cohort performed below the SSSG and in 2024 are now performing 1.4% above the SSG. The performance of all grades in Check In numeracy has displayed strong performance across all 3-6 grades.. This indicates effective implementation of the new syllabus in 3-6 classes.

100% of our staff are familiar with the new syllabus and the new units of work have been implemented in all K-6 classes,

with the 3-6 classes adopting the new units of work this year. We have also improved our use of assessments such as Check-In, PAT and IfSR to collect useful data to track student learning. As a result of the implementation of the new syllabus and units of work, staff school-wide are reflecting more regularly on their practice, and discussing student learning in relation to the data collected. This has improved teacher attitudes towards data collection as we strive to ensure that all data collected is used and assists in some way e.g. with report writing, future planning, etc. rather than being collected and never revisited. Conversations are happening regularly at Stage meetings and across-Stage to identify trends in the data and use this information to ensure all students achieve growth.

In 2025 our main priority will be the continued successful implementation of the new syllabus and units of work in Years 3-6, as well as revisiting and revising the units of work in K-2. We are reviewing our PL opportunities in Numeracy in order to best deliver relevant and targeted professional learning for teachers. There is a PL focus on differentiation for HPGE students in Mathematics with a targeted program running throughout the year.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improved reading outcomes Check in Assessment data for Years 3, 4, 5 and 6 in reading shows an increase in the mean scaled score from Term 4 2023 to Term 3 2024.	<ul style="list-style-type: none">• Analysis of check in assessment data for Year 3 reading comprehension shows a decrease in the percentage of questions answered correctly from 67.3% in 2023 to 60.3% in 2024.• Analysis of check in assessment data for Year 4 reading comprehension shows a decrease in the percentage of questions answered correctly from 82.6% in 2023 to 69% in 2024.• Analysis of check in assessment data for Year 5 reading comprehension shows a decrease in the percentage of questions answered correctly from 70.8% in 2023 to 69.5% in 2024.• Analysis of check in assessment data for Year 6 reading comprehension shows an increase in the percentage of questions answered correctly from 69.6% in 2023 to 70.6% in 2024.
Improved numeracy outcomes Check in Assessment data for Years 3, 4, 5 and 6 in numeracy shows an increase in the mean scaled score from Term 4 2023 to Term 3 2024.	<ul style="list-style-type: none">• Analysis of check in assessment data for Year 3 number shows an increase in the percentage of questions answered correctly from 77.9% in 2023 to 82.9% in 2024.• Analysis of check in assessment data for Year 4 number shows a decrease in the percentage of questions answered correctly from 85.8% in 2023 to 84.7% in 2024.• Analysis of check in assessment data for Year 5 number shows a decrease in the percentage of questions answered correctly from 81.1% in 2023 to 76.2% in 2024.• Analysis of check in assessment data for Year 6 number shows a decrease in the percentage of questions answered correctly from 86% in 2023 to 79.2% in 2024.

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 School Excellence Plan and the achievement of school improvement measures.

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

Resources allocated to this strategic direction

Professional learning

Low level adjustment for disability

Summary of progress

In 2024, the Wellbeing Committee continued with a number of previous initiatives to support student wellbeing across K-6.

A scope and sequence for the anti bullying program was distributed to all stages. Staff reviewed and revised the program in stages to adapt it to the current school context and feedback was given to the wellbeing committee. Changes highlighted by staff were implemented and the program updated.

The SRC continued weekly meetings with the improved meeting structure implemented last year which allowed the class reps to feel more empowered and meet with greater regularity. This included involving the Year 6 leaders (captains and prefects) to run the meetings- continuing the formal meeting processes of having agendas, taking of minutes and communication to relevant stakeholders of matters arising. Roll call and minutes continued to be taken. The leaders and captains took responsibility for organising and running all meetings allowing for greater student voice.

The removal of bins in the playground (a student led initiative) encouraged students to improve the quality of the school environment and focus on sustainability through composting and reducing waste.- The proposal was discussed in lines and school assembly, with SRC members leading discussions in classrooms. Student wellbeing members presented the proposal to the P&C for feedback and met with the canteen supervisor to discuss canteen waste.

The student leaders regularly present to the wider school community at P&C meetings, updating the community about student led initiatives and their impact.

The playground rules continued to be reviewed and updated and the SRC was regularly consulted regarding playground improvements such as the proposed fairy garden redevelopment and bin removal for feedback to allow them to have a meaningful way of contributing to student voice. This will continue to be revised with all staff in 2025.

Streamlined fundraising for the school to support the school community was again a successful focus. Students continued to collect donations for Stewart House. We continued to support our existing charities of Menindee, Nepal and Pink Stumps Day (Jane McGrath Foundation).

The K-6 rewards system continued to be implemented school wide, with a rollover to Schoolbytes. 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. An aim for 2025 will be to increase the number of silver and gold awards and lyrebird pins awarded to students by encouraging all teachers to award bronze awards with greater frequency. The student wellbeing committee will lead a staff PL session to discuss this further.

The peer mediation program continued to be implemented in 2025. 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 Semester 1 and the programs commenced in the playground across Term 3 for the remainder of

the year. 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 continued to be run by our sports captains and other interested Year 5 students. This enabled other students to learn new skills and games as well as participate collaboratively with their peers. 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.

The effectiveness of these programs is reflected in the decrease in negative incidents logged through Schoolbytes across Semester 2.

The SRC program will continue face to face weekly meetings in 2025 with regular student leadership training. To ensure more students from Year 6 participate as SRCs for 2025, Year 6 SRCs will be elected alongside the leaders, with these students taking a more active role within the SRC. The increased focus on community fundraising and engagement with the wider community will continue in 2025. Staff will evaluate and critique the election process of SRC members and other leadership roles.

Tell Them From Me (TTFM) data alongside school specific wellbeing surveys will continue to be analysed to inform our future directions to support student wellbeing in 2025. For example, the parent TTFM survey responses to the question 'What areas of parenting would you most like support in?' 82% of parents were keen to learn more about child growth and development, wellbeing and behaviour.

Targeted support for new arrivals and international students will be an area of focus in 2025. This will increase their sense of belonging and welcome new students and their families to the school community. Parent support group for newly arrived parents will help to foster stronger parent networks among newly arrived families.

From 2025, the whole school social emotional learning program You Can Do It! will be implemented across K-6. Staff will participate in PL to familiarise themselves with the program and begin using this program across the school.

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.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance A whole of school approach to attendance data analysis is implemented to identify attendance trends over time and areas for growth.	A whole school approach has been implemented through stage team collaboration, parent information sessions, newsletter and communication channels. Data analysis is conducted with the senior executive and the Learning and Support team which leads to referrals to the Home School Liaison Officer, parent support and interventions.
Wellbeing Increase the number of students recording a positive sense of belonging at school in the TTFM survey, up from 77%.	The 2024 student survey Tell Them From Me showed an improvement in student's Sense of Belonging - up from 77% in 2023 to 83% in 2024.

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 School Excellence Plan and the achievement of school improvement measures.

- Collaborative Practice and Feedback
- Formative Assessment

Resources allocated to this strategic direction

Professional learning

AP Curriculum & Instruction

English language proficiency

Low level adjustment for disability

QTSS release

Summary of progress

In 2024, collaboration was a continued focus which involved teachers working collaboratively in year/stage teams to plan, program and teach throughout the year. Staff in K-2 reviewed their syllabus content and 3-6 staff implemented the new syllabus documents by working together on the one learning platform per year group to facilitate consistency, differentiation and quality teaching. The focus for K-2 was refining the implementation of the new Mathematics and English Syllabus documents using the units of work. Formative assessment and collaborative tracking strategies were used to ensure student engagement and growth. Working collaboratively enabled a positive working culture with relational trust 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 to upskill teachers in new syllabus implementation. Due to the collaborative practice, staff felt supported to cater for all students as well as implementing engaging and challenging teaching programs. Teachers successfully collaborated in SIP 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, the City Country Alliance of Schools (CCAS) and the Forest network Middle Leaders Network, continued to build collective ownership and facilitate strong pedagogical practices. The Killara Schools Partnership (KSP) Quality Teaching Rounds have continued to be on hold. Students have developed collaboration skills through working with other students in the KSP, CCAS and the Ryde Network on projects such as leadership, Aboriginal Studies, curriculum focus, social justice and inclusiveness.

The focus on formative assessment has continued with teachers using Learning Intentions and Success Criteria (LISC) as an integral component of their teaching. PLAN 2 has been used across year groups to assess students' knowledge of syllabus content and planning for next steps. Learning Walks, a collaborative inquiry process, is a professional learning focus for The Forest Network. Learning Walks is taking place in year or stage teams during Term 4 2024. Teachers are willing to open classroom and share their practice.

As part of the Performance and Development Plan (PDP), teachers engaged in two peer observations of practice throughout the cycle and documented feedback on the Q+ portal which targeted specific PDP goals for each teacher.

Student collaboration has been supported through using technological resources. Laptops and iPads allow for 1:1 access in Years 3-6 and iPads for K-2. BYOD in Years 4-6 has enabled daily integration of technology to enhance engagement and student collaboration.

Curriculum reform will continue to be a focus for collaboration in 2025 with the Assistant Principal Curriculum and Instruction (APCI) working alongside teachers to implement teaching strategies in line with the new K-6 English and Mathematics Syllabus documents. Additional planning and preparation time has been timetabled for 2025 to build the professional capacity of teachers through effective collaborative practices. The additional time will be scheduled into professional learning sessions, staff development days and whole day collaborative planning sessions.

Building on the success of 2024, a focus on formative assessment and effective feedback will continue to 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 student data they have collected to analyse and plan. Staff will work together in stage/year teams to use a variety of assessments to triangulate data to monitor student progress and plan for next steps in the teaching and learning cycle.

In 2025, team teaching with an APCI is planned for K-6 classes to support the explicit teaching of reading K-6 with a focus on vocabulary and deep understanding of quality texts. Staff will continue to work collaboratively to plan and program, and the school timetable will support collaboration with Year groups off class at the same time. The APCI will support the implementation of the HPGE Policy through school planning and team teaching.

With the commencement of the Opportunity Class in 2025, flexible furniture has been researched and planned to incorporate best practice for HPG students. The Opportunity Class will be working together with the high potential class to increase student and teacher collaboration. The Opportunity Class and High Potential class will participate in various projects, including Science and the Game Changer Challenger designed to enhance student collaboration and collaborative teaching strategies.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
In the theme of 'Collaborative Practice and Feedback', the school is maintaining the school identified target of excelling as identified in the School Excellence Framework.	The percentage of teachers implementing explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice and timely feedback between teachers is moving towards the school identified target of 100%.
100% of teachers implement a range of assessment strategies in determining teacher directions and assessing student progress and achievement.	The percentage 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, is moving towards the school identified target of 100%.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$114,926.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Lindfield East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Numeracy • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to newly arrived students. • providing differentiated learning experiences aligned to class programs for EALD students. <p>The allocation of this funding has resulted in the following impact: 33% of students progressing to the next phase of English learning proficiency</p> <p>After evaluation, the next steps to support our students will be: Professional learning for teachers K-6 in differentiation to cater for newly arrived students that are beginning or emerging on the EALD learning progressions. Continuation of the (Teaching English Language Learners TELL course) to focus on EALD students in 2025.</p>
<p>Integration funding support</p> <p>\$49,825.00</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Numeracy • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • professional development of staff to support student needs • additional staffing to assist students with additional learning needs • 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 the following impact:</p> <ul style="list-style-type: none"> -Target students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms and on the playground. -Parent partnerships ensure positive outcomes for all students and their families. -The Learning and Support Team keeps abreast of referred children and is responsive to student need and allocates resources according to student needs. -Targeted students have improved learning outcomes in English and Mathematics as evidenced by assessment data. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -Continue with evidenced based intervention programs and strategies e.g. Multilit, Minilit, Spelling Mastery. School Learning and Support Officers will continue to be upskilled in these programs to further support targeted students.

<p>Integration funding support</p> <p>\$49,825.00</p>	<p>-The use of integration funding will be adjusted throughout the year in response to student IEPs reviews to ensure funding is used to specifically address each student's support needs.</p> <p>-Supporting a successful transition for students moving on to secondary school.</p>
<p>Socio-economic background</p> <p>\$4,297.57</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 Excellence 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"> • strengthening community partnerships and community engagement through a variety of activities including: Welcome Back Night, Parent evenings, Mother's and Father's day breakfast, movie night etc • employment of SLSO to support Minilit and Multilit intervention programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - equitable access for all students to engage in the curriculum and extra-curricular activities. - resourcing of materials to support students in having equitable access to the curriculum. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to support families financially so that they can engage in all school activities. - continue to employ an SLSO to support identified students. - to maintain resourcing of identified students who need additional financial assistance and support.
<p>English language proficiency</p> <p>\$198,228.80</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Numeracy • Reading • Collaborative Practice and Feedback <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 in Mathematics and English to provide intensive support for all students from EAL/D backgrounds. • EAL/D teacher has facilitated the TELL course to all teachers. • withdrawal lessons for small group (developing) and individual (emerging) support • resourcing the EAL/D learning spaces with books, teaching and learning activities, flexible furnishings and technology. • additional staffing to support newly arrived students with small group tuition. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Student progress showing high growth on the EAL/D learning progressions, with 100% of EAL/D students moving along the EALD Learning Progressions within the expected time frames. -EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations, work samples and vocabulary assessments. -increased teacher capacity to identify the learning needs of EALD students.

<p>English language proficiency</p> <p>\$198,228.80</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -Ongoing professional learning will identify language and cultural demands across the curriculum. -Professional development for staff in differentiation strategies for newly arrived students.
<p>Low level adjustment for disability</p> <p>\$115,053.64</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Whole School Wellbeing Program • Collaborative Practice and Feedback <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. • providing classroom and playground support for targeted students through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention program, such as Minilit, Multilit and Spelling Mastery to improve learning outcomes • employment of additional teachers to support staff and implement evidenced based intervention programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -An improvement in student outcomes as evidence by PAT, Check In, Minilit, Multilit and assessments in ALAN. -The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent recommendations from the Learning and Support team. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. -Incorporate evidence based whole school social and emotional learning programs to cater for the wellbeing of all students.
<p>Professional learning</p> <p>\$36,484.67</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 procedures at Lindfield East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Numeracy • Reading • Whole School Wellbeing Program • Collaborative Practice and Feedback • Student Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher Professional Learning to support the implementation of the new English and Mathematics syllabuses. • Learning partnerships with Killara High School through the Killara Schools Partnership • Whole school, stage and individual PL sessions to support PDPs and the School Improvement Plan's Strategic Directions • Trialing of 'Learning Walks' to promote collaboration and best practice. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Improvement in teacher capacity to implement the new syllabus

<p>Professional learning</p> <p>\$36,484.67</p>	<p>documents. Ultimately leading to improved student results in NAPLAN and Check In data.</p> <p>-Improved teacher confidence in teaching Component A and Component B in the English Syllabus.: 93% of our Year 1 students achieved a score at or above 28 in the Year 1 phonics screener.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>-Refining Mathematics and English teaching programs to build upon successes this year and to ensure they are contextual.</p> <p>-Incorporating HPG strategies into teaching programs.</p>
<p>QTSS release</p> <p>\$110,827.85</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Numeracy • Reading • Collaborative Practice and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional development of staff in the implementation of the new Mathematics and English syllabus documents. • co-teaching English with a supervisor or instructional leader • providing targeted, explicit instruction for student groups in English and Mathematics • Assistant Principals provided with additional release time to support classroom programs • implementation of learning walks to strengthen quality teaching practices implementing new syllabuses. <p>The allocation of this funding has resulted in the following impact:</p> <p>Improved staff confidence and teaching practice in Mathematics and English. Teachers embed evidence-based, high impact teaching strategies within their classroom practice. Teachers use learning intentions, success criteria and have a stronger focus on formative assessment.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue using the Learning Walks process to engage teachers in collaborative feedback and professional learning.</p>
<p>Small group tuition (SGT)</p> <p>\$8,165.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lindfield East Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Numeracy • Reading <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/numeracy using Spelling Mastery, Minilit and Multit. • providing targeted, explicit mathematics instruction for students 3-6. • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of Small Group Tuition funding (SGT) • leading/providing professional learning for (SGT) educators <p>The allocation of this funding has resulted in the following impact:</p> <p>An analysis of early Literacy data indicates 58% of the target students have achieved their personal learning goals based on the literacy progressions; with a further 25% of target students making substantial gains towards achieving their personal learning goals of 2024. 17% of target students have made some progress but will require additional support. All of these target</p>

Small group tuition (SGT) \$8,165.00	<p>students will be monitored during 2025 to ensure the retention of their literacy knowledge gained and further assistance will be provided where needed.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning and Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2021	2022	2023	2024
Boys	336	322	274	302
Girls	252	263	249	253

Student attendance profile

School				
Year	2021	2022	2023	2024
K	97.3	92.6	96.3	92.4
1	96.2	93.3	95.0	94.0
2	97.4	92.5	94.4	94.8
3	96.4	93.5	94.3	93.9
4	96.0	92.3	96.3	93.6
5	96.1	92.8	94.6	94.8
6	94.2	90.5	94.8	94.9
All Years	96.1	92.3	95.0	94.1
State DoE				
Year	2021	2022	2023	2024
K	92.8	87.9	91.1	91.0
1	92.7	87.4	90.5	90.2
2	92.6	87.8	90.8	90.3
3	92.7	87.6	90.9	90.3
4	92.5	87.4	90.6	90.1
5	92.1	87.2	90.3	89.6
6	91.5	86.3	89.8	89.1
All Years	92.4	87.4	90.6	90.0

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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.

While there were no lockdowns or learning from home periods in Semester 1 2023/2024, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families was still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	19.64
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher EAL/D	1
School Counsellor	2
School Administration and Support Staff	3.96
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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	3.40%

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	1,318,025.26
Revenue	6,519,256.29
Appropriation	5,749,522.51
Sale of Goods and Services	16,708.72
Grants and contributions	597,656.13
Investment income	59,043.33
Other revenue	96,325.60
Expenses	-6,461,133.03
Employee related	-5,468,225.31
Operating expenses	-992,907.72
Surplus / deficit for the year	58,123.26
Closing Balance	1,376,148.52

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2024 SBAR Adjustments (\$)
Targeted Total	35,539
Equity Total	317,580
Equity - Aboriginal	0
Equity - Socio-economic	4,298
Equity - Language	198,229
Equity - Disability	115,054
Base Total	4,245,389
Base - Per Capita	89,837
Base - Location	0
Base - Other	4,155,552
Other Total	923,059
Grand Total	5,521,567

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

Parent/caregiver, student, teacher satisfaction

2024 TTFM Wellbeing data

Student Survey

This year 250 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 snapshot of some of the results and a comparison to the 2023 data.

Social-Emotional Outcomes:

- * Students with positive behaviour at school - 91% of students do not get in trouble at school for disruptive or inappropriate behaviour which is comparable to 2023 data (87% NSW Govt Norm).
- * Students who are victims of bullying - 17% of students believe they have been victims of bullying which is a decrease from 2023 data. (29% NSW Govt Norm)
- * 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. 86% of students know where to seek help if bullied which is comparable to 88% in 2023.

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 (7.3) in 2023.
- * Expectations for success - School staff emphasise academic skills and hold high expectations for all students to succeed (8.9) which increased from (8.5) in 2023.

School pride - 77% of students agreed and strongly agreed with the statement 'I feel proud of my school' compared to 72% in 2023.

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 49 respondents in this school who completed the Parent Survey.

Two-way communication with Parents:

- * Parents feel welcome at the school (School: (7.1) which is comparable to (7.2) in 2023 (NSW Gov Norm: 7.2)
- * Parents are informed (School: (5.8) which is an increase from (5.4) in 2023 (NSW Gov Norm: 6.2)

Parents' Participation at School:

- * 100% of parents contacted their child's teacher about learning and/or behaviour throughout the year, compared to 99% in 2023.
- * 100% of parents have attended meetings about their child's progress at school, compared to 99% in 2023.

School Customised Questions

Our school question I: In our SIP student attendance is a focus. Are you using School Bytes - parent portal to monitor your child's attendance rates each term and do you find this useful? The majority of respondents thought the school bytes attendance data useful including information about learning goals, convenient, quick and easy, and it provides an overall picture of whole year absences.

Our school question II: Please tell us some of the things that you like about LEPS. Parents listed the following as positive at LEPS: passionate teachers; friendly, safe, welcoming and strongly academic school; happy, warm and friendly students; Creative Workshops including languages; eco garden; band; good-sized school; school grounds; cultural diversity; academic performance; extra-curricular activities; great P&C; good opportunities; cultural diversity.

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 17 respondents in this school who completed the Teacher Survey.

Leadership (School: 7.1 NSW Gov Norm: 7.0 An increase from 2022)

Collaboration (School: 7.5 NSW Gov Norm: 7.6 Comparable to 2022)

Learning Culture (School: 8.0 NSW Gov Norm: 7.8 Comparable to 2022)

Data Informs Practice (School: 8.0 NSW Gov Norm: 7.7 An increase from 2022)

Teaching Strategies (School: 7.8 NSW Gov Norm: 7.8 A decrease from 2022)

Technology (School: 6.2 NSW Gov Norm: 6.7 A decrease from 2022)

Inclusive School (School: 8.3 NSW Gov Norm: 8.1 Comparable to 2022)

Parent Involvement (School: 7.2 NSW Gov Norm: 6.6 An increase from 2022)

School Customised Questions

Our school question I: What further support would assist you to successfully teach the English and Mathematics syllabuses?

- Teachers indicated having more time to teach and consolidate and collaborative planning time would assist with curriculum implementation. Relevant professional learning and modelling of lessons by experienced teachers/Assistant Principals was also indicated, as was streamlining summative assessments to backwards map the educational outcomes.

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.