2008 Annual School Report
Lindfield East Public School

NSW Public Schools – Leading the way
Principal's message

The 2008 annual school report, written by the school self-evaluation committee, provides an overview of the exemplary achievements celebrated by Lindfield East Public School this year.

The school fosters strong community spirit through a wide range of activities that are 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 instills a 'love of learning' and inspires the many students who undertake their learning at Lindfield East Public School to take risks and dare to dream.

Amongst the many achievements of Lindfield East Public School, the school has the approval of funding from the DET to upgrade the schools’ power supply and electrical infrastructure and the re-laying of flooring in the school hall. We have also completed the ‘Multi-Purpose Nets’ and the adjoining grass playground with funding from Lindfield Cricket Club and P & C.

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.

Andrew Stevenson

School context

Student enrolment profile

Student enrolments at Lindfield East Public School reached 728 in Term 4, 2008.

- 50% of the student population is from non-English-speaking backgrounds with 39 languages being represented.

- Students of Chinese background total 21%, with Japanese, Korean, German, British, Spanish and South African being other significant nationalities at our school.

Student enrolments 2004-08

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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</thead>
<tbody>
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<td>341</td>
<td>367</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>School Region</th>
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<th>2007</th>
<th>2008</th>
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<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Region</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1HG</td>
<td>1</td>
<td>23</td>
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</tr>
<tr>
<td>1MS</td>
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<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1ST</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2/1EC</td>
<td>2</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>2/1EC</td>
<td>1</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>2BZ</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2KJ</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2KS</td>
<td>2</td>
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</tr>
<tr>
<td>3KM</td>
<td>3</td>
<td>30</td>
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</tr>
<tr>
<td>3NI</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/3JB</td>
<td>3</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>4/3JB</td>
<td>4</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>4CW</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4DA</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4MC</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5ME</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>28</td>
</tr>
<tr>
<td>RFF Teacher Allocation</td>
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</tr>
<tr>
<td>Technology Teacher (LEPS and P&amp;C Funded)</td>
<td>0.8</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance (P&amp;C Funded)</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

Staff retention

Lindfield East Public School retained 93% of its teaching staff as at December 2008. Mr Robert Taylor retired after 25 years of service at Lindfield East as the school librarian. Mrs Helen Lewis retired and Ms Kim Steel received a transfer.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.9%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
</tbody>
</table>
School performance 2008

Our Achievements

Visual Arts

In 2008, our specialist visual arts teacher Mrs Ros Paul focused on the development of drawing, print making and design techniques. Working on individual and collaborative art projects, students have gained an in-depth understanding of colour, tone, contrast, pattern, symmetry, texture, scale and the principles of perspective. An exemplar of the Lindfield East visual arts program has been the Stage 3 visual arts process diaries, which highlight a range of design and communication skills.

Performing Arts

Choir: This year under the guidance of Ms Judy Buckle, the Years 3-6 and boys choirs performed at various school assemblies and school functions (Open Day, Anzac Day and Foodie Fun Fair) culminating in the highly popular Musical Evening. The highlight for the year was the school's involvement in the ‘Razzle Dazzle – Ryde School Spectacular’ at the Sydney Opera House. LEPS had 42 choir students in the mass choir.

Bands:

The successful operation of our Band program this year has been well supported by the community. The on-going commitment by Ms Carolyn Scott, the Band Masters – Mr Colin Smith and Mr Chris Brasche and Ms Megan Lockery (school liaison) has ensured the delivery of a high quality Band program. The performances at various school related activities and St Ives Show was only bettered by their achievements in the NSW School Band Festival, with Training Band (TB) winning Gold, Concert Band 1 (CB1) successful in attaining Bronze and Concert Band 2 (CB2) achieving Silver. The Bands continued their success in the Yamaha Music Festival, with CB1 and CB2 winning Silver and TB, Gold.

In addition to participating in Festivals, the Bands rehearse twice weekly, attend a residential Band Camp, attend individualised tutorials, school workshops and play at various school and community events.

Music: K - 6 students in 2008 experienced a variety of musical activities including singing, percussion, recorder, musical appreciation and movement. This was achieved through class lessons, music groups, assembly items and concerts. Two school incursions - “Salaka African Drums” and Oz Opera’s “Barber of Seville” exposed students to alternative forms of music.

Musical Evening: Our school Musical Evening was again coordinated by Ms Judy Buckle and held in the school hall in Term 4. Individuals and groups of student musicians showcased their talents across a variety of musical instruments including piano, violin and strings. Three parents, who are members of the Sydney Symphony Orchestra, complemented the performance, alongside the school choir and Year 3.

Dance: A specialist dance teacher, Mrs Jane Merrick, was contracted in 2008 to choreograph grade or class dances for students in Years 2 – 6, whilst the Kindergarten and Year 1 dance programs were coordinated by their class teachers. This culminated in Term 3 with the annual school Dance Extravaganza – So You Think You Can Dance.

Ms Katherine Dean choreographed and coordinated a group of Year 4 and 5 gifted and talented dancers as they successfully auditioned for and then performed in the Sydney North Schools Dance Festival.

Debating: Year 6 participated in the Ryde District inter-school debating competition, finishing 3rd in their division.

Public Speaking: Lindfield East Public School continues to develop student oral presentation skills as part of an effective literacy program K-6. This program is viewed as essential and forms an integral part of all assemblies, ceremonies and leadership elections. Grade champions are determined in Term 3 and these students demonstrated their strength in both prepared and impromptu public speaking. Debbie Lowenstein represented Lindfield East Public School at the Sydney North Region regional Multicultural Public Speaking final.

School Sport

The 2008 school sports program offered a range of activities to cater for differing abilities and interests. Specialised recreational sports, such as bowling, ice skating, taekwondo, tennis, swimming and rock climbing provided an opportunity for students to participate in physical pursuits outside of school.

Development Squads provided sustained skills practice for students who aspire to attain PSSA representation.

School sport groups focussed on skills and minor games to develop abilities for major games, such as modball, soccer and basketball.
Primary Schools Sport Association (PSSA)

More than 230 students in Years 3-6 participated in the weekly PSSA competition. Lindfield East Public School entered four cricket teams, four modball teams, seven netball teams, four soccer teams and two AFL teams.

Nine of our 21 PSSA teams were semi-finalists. Our mixed AFL and Senior Red Netball teams were Premiers. Our Junior Maroon, Junior Red and Junior Blue Netball Teams were Runners Up. Our Junior A Modball team was placed 3rd.

At the Zone Swimming Carnival, the school placed second overall. Thirteen students represented Lindfield East Public School at the Area Swimming Carnival. Joanna Adams, Oliver Sims, Olivia Adams and our Junior relay teams represented at state level. Olivia Adams was named age champion at the Area Carnival.

Lindfield East Public School came 4th in the Track and Field events at the Ku-ring-gai Zone Athletics Carnival. Mimi Lewis represented the school at the NSW PSSA State Athletics Carnival.

At the Zone Cross Country Carnival, Lindfield East Public School was placed 4th out of 12 schools. Georgia Griffith, Zach Morris and Ned Campbell attended the Area Carnival.

Other

Chess

The Lindfield East Public School chess team competed in the NSW Junior Chess League Competition. This year there were three teams entered. Our school Championship team was placed 3rd overall and our Combined and Rookies teams placed 2nd in their divisions in the Lower North Shore Zone. Vincent Chen was 6th overall in the Junior Under 12 Championship competition in all of Sydney and 14th overall in NSW.

PD/H/PE (Personal Development Health & Physical Education)

PD and Health Lessons included the programs; Life Education (Drug Education), Child Protection and Interrelate Yr 6 (Sex Education). The ‘Bounce Back’ program was again to help develop resilience throughout the school. In Years 1-6, students identified courage in everyday situations as part of the school’s ongoing commitment to anti-bullying.

In Physical Education lessons, classroom teachers and specialist sports teachers focused on developing skills in fundamental movement, ball games and gymnastics. Years 3-6 were also given instructions in athletic techniques such as high jump, long jump and shot put.

K-2 Fitness

Grade lessons in K-2 played an important part in developing students’ fundamental movement skills and physical agility. During Term 2, a Sport Fun Day was held where students participated in class and grade races and enjoyed a variety of tabloid sports.

Tennis

Lindfield East Public School utilises its own school tennis court for daily extra-curricular and school sport activities under specialist tennis coach, Mr Daniel Freak. In 2008 our best performing teams came 1st in their division and 2nd in their class. Oliver Sims and Ben Klusman were runners up in their division of the Northern Suburbs Tennis Association Primary School Challenge.

Other Sporting Achievements

Lindfield East Public School had students participating in the Acrobatic Gymnastics State Championship Finals achieving 4 Gold, 2 Silver and 3 Bronze medals.

Fionn Mahoney participated in the Gymnastics Australia National Clubs Championships.

Ben Fawcett represented the school at the NSW School Snowboarding Finals and was placed 17th overall.

Justin Gonzalez was selected to participate in the Football NSW Talented Athlete program – soccer.

Lauren Stein represented the school at the Girls’ Football State Championships.

Student Performance

Academic

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skill and understanding demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

LSG (Like School Group) data provides a comparison to schools in our North Shore Network Area.
Literacy – NAPLAN Year 3

- 107 students sat the National Assessment Program.
- 92% of students achieved the top three bands in Reading, compared to 68% of the State.
- 98% of students were ranked in the top three bands in Writing compared to 79% of the State.
- 98% of students were ranked in the top three bands in Overall Literacy, compared to 76% of the State.

**Literacy (Reading) – NAPLAN (Year 3 Table)**

<table>
<thead>
<tr>
<th>School average 2008</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>473.5</td>
<td>438.7</td>
<td>412.2</td>
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</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>12</td>
<td>39</td>
<td>47</td>
</tr>
<tr>
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<td>6.5</td>
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<td>School average 2005 - 2007</td>
<td>0.0</td>
<td>1.0</td>
<td>3.0</td>
<td>15.4</td>
<td>30.5</td>
<td>50.2</td>
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<tr>
<td>LSG average 2008</td>
<td>1.8</td>
<td>6.6</td>
<td>12.4</td>
<td>19.2</td>
<td>31.3</td>
<td>28.8</td>
</tr>
<tr>
<td>State average 2008</td>
<td>4.4</td>
<td>11.8</td>
<td>16.0</td>
<td>20.4</td>
<td>27.4</td>
<td>20.0</td>
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</table>

**Literacy (Writing) – NAPLAN (Year 3 Table)**

<table>
<thead>
<tr>
<th>School average 2008</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>485.1</td>
<td>445.9</td>
<td>427.8</td>
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</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<td>Number in band</td>
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<td>61.7</td>
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<td>55.1</td>
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<td>2.3</td>
<td>10.1</td>
<td>22.4</td>
<td>29.5</td>
<td>34.6</td>
</tr>
<tr>
<td>State average 2008</td>
<td>2.5</td>
<td>4.2</td>
<td>14.2</td>
<td>25.5</td>
<td>27.8</td>
<td>25.7</td>
</tr>
</tbody>
</table>

Literacy – NAPLAN Year 5

- 94 students sat the National Assessment Program.
- 84% of students achieved the top three bands in Reading, compared to 56% of the State.
- 81% of students were ranked in the top three bands in Writing, compared to 65% of the State.
- 88% of students were ranked in the top three bands in Overall Literacy, compared to 63% of the State.

**Literacy (Reading) – NAPLAN (Year 5 Table)**

<table>
<thead>
<tr>
<th>School average 2008</th>
<th>LSG</th>
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</tr>
</thead>
<tbody>
<tr>
<td>543.1</td>
<td>520.5</td>
<td>494.4</td>
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**Skill Band Distribution**

<table>
<thead>
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<td>Number in band</td>
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<td>3</td>
<td>12</td>
<td>21</td>
<td>31</td>
<td>27</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>0.0</td>
<td>3.2</td>
<td>12.8</td>
<td>22.3</td>
<td>33.0</td>
<td>28.7</td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
<td>0.4</td>
<td>1.6</td>
<td>9.2</td>
<td>24.9</td>
<td>39.0</td>
<td>24.9</td>
</tr>
<tr>
<td>LSG average 2008</td>
<td>3.2</td>
<td>6.6</td>
<td>21.0</td>
<td>24.2</td>
<td>22.1</td>
<td>22.9</td>
</tr>
<tr>
<td>State average 2008</td>
<td>7.6</td>
<td>11.1</td>
<td>25.2</td>
<td>23.1</td>
<td>17.8</td>
<td>15.1</td>
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</tbody>
</table>

**Literacy (Writing) – NAPLAN (Year 5 Table)**

<table>
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<th>School average 2008</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>523.2</td>
<td>516.4</td>
<td>495.5</td>
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</tbody>
</table>

**Data table**

<table>
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<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>34</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>0.0</td>
<td>6.5</td>
<td>12.9</td>
<td>36.6</td>
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<td>School average 2005 - 2007</td>
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<td>0.4</td>
<td>5.7</td>
<td>26.5</td>
<td>30.2</td>
<td>37.1</td>
</tr>
<tr>
<td>LSG average 2008</td>
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<td>6.7</td>
<td>16.3</td>
<td>34.2</td>
<td>21.9</td>
<td>18.6</td>
</tr>
<tr>
<td>State average 2008</td>
<td>5.1</td>
<td>9.9</td>
<td>20.2</td>
<td>34.7</td>
<td>17.8</td>
<td>12.2</td>
</tr>
</tbody>
</table>
Progress in Literacy for Year 5 students

The Year 5 results come with the progress charts which show the development of our students from Years 3 to 5 at our school. 77 out of 94 students were matched which equates to 82% of our grade. Our growth rates in all areas of Literacy were slightly below state growth rates. Overall 46.8% of our students achieved the minimum growth of greater or equal to 80 points. Our growth rate for boys in Literacy was higher than that of girls.

Numeracy – NAPLAN Year 5

- 94 students sat the National Assessment Program.
- 86% of students achieved in the top three bands in Numeracy compared to 52% of the State.
- 84% of students were ranked in the top three bands in Number and Patterns and Algebra, compared to 49% of the State.
- 83% of students were ranked in the top three bands in Measurement, Data and Space and Geometry compared to 53% of the State.

Numeracy – NAPLAN Year 3

- 107 students sat the National Assessment Program.
- 93% of students achieved in the top three bands in Numeracy, compared to 67% of the State.
- 98% of students were ranked in the top three bands in Number and Patterns and Algebra, compared to 64% of the State.
- 91% of students were ranked in the top three bands in Measurement, Data and Space and Geometry compared to 63% of the State.
Progress in Numeracy for Year 5 Students
79 students out of the 94 Year 5 students attended Lindfield East Public School for both the Year 3 and 5 testing formats and were able to be matched for their growth rate. This equates to 84% of our grade.
Our growth rate for Numeracy was outstanding and was significantly above state average. 75.9% of our matched students improved their score greater or equal to the expected 80 points.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

ICAS (International Competition and Assessment for Schools) – UNSW Global

Competition Results in English:
1 Gold award, 8 high distinctions, 37 distinctions, 99 credits. Max Davy (Year 4) was the ‘Gold’ Medal Winner.

Competition Results in Mathematics:
2 Gold awards, 14 high distinctions, 53 distinctions, 118 credits.
Edison Tsui and Robert Guo (Year 6) were the ‘Gold’ Medal Winners.

Competition Results in Science:
3 high distinctions, 33 distinctions, 107 credits.

Competition Results in Computers:
7 high distinctions, 72 distinctions, 82 credits.

Maths Olympiad Results
Our Year 5 and 6 gifted and talented mathematics groups and ten talented Year 4 students entered the challenging Australasian Maths competition. Three students achieved scores in the top 10%, with a further 18 students scoring in the top 25%.

Opportunity Class Results

- 8 Year 4 students were offered placement at Artarmon Opportunity Class for Year 5 in 2008. 5 students were placed on the reserve list.

Selective High School Results

- 9 Year 6 students accepted placements at Selective High Schools for 2008. 10 students were on the reserve list.

Murder Under the Microscope
5/6CD (Mrs Caroline Desmond’s class) entered the 2008 competition and were awarded the Eco Planners award for Stage 3 2008.
Significant programs and initiatives

Multicultural Education
Lindfield East Public School continues to celebrate its multicultural harmonious community.

The school community recognised and rejoiced in its diverse cultural student population by celebrating Harmony Day. Students entered the annual multicultural public speaking competition. The school promotes its Anti – Racism Policy annually. A Chinese Lion and Umbrella Dance Troupe maintain the school’s commitment to multiculturalism. The school’s multicultural team performed at Killarney Heights Public School, ‘LEPS Welcome Back Night’ and for the Deputy Director General of Schools, Mr Trevor Fletcher.

The school hosted Mr Muhummad Sholihin, an Indonesian Principal, for two weeks in Term 3. He studied our curriculum, administrative systems and teaching and learning models.

Lindfield East Public School established a pilot community English language class for parents of Non-English speaking backgrounds in Term 3. This class was supported by TAFE NSW with a qualified teacher.

Aboriginal Education
During 2008, students enjoyed a performance by Sean Dewar (Gindaja). This event was organised to complement the HSIE studies about the local indigenous tribes. Awareness of Aboriginal culture was raised during NAIDOC (National Aborigines and Islanders Day Observance Committee) week. The school executive and teaching staff continued to ensure that students were educated about Aboriginal culture and history through integration into teaching and learning programs. The school library is comprehensively resourced with aboriginal literature, art and cultural items for students and teachers to access.

ESL Program
Ms Annette Medana coordinates, plans and implements the English as a Second Language (ESL) program at Lindfield East Public School. The ESL program has enabled students to achieve social and academic English language outcomes necessary for learning in school. Intensive language support is provided for newly arrived children. The adoption of a collaborative teaching model in mainstream classes, as well as small group support, has enabled more students with ESL needs to receive explicit teaching using the ESL curriculum framework. This has contributed to students of non-English speaking backgrounds improving their results in the NAPLAN, particularly in writing.

Community Languages Program
Mandarin is a Commonwealth funded community language program catering for K – 6 Chinese background speaking students. Ms Yi Qing Zeng is the specialised teacher who plans programs and teaches students to acquire, develop and maintain language skills in Mandarin. The program also provides LEPS students with access to Chinese culture and language knowledge. The programming of Mandarin lessons is directly related to the Key Learning Areas (KLA’s). The Mandarin teacher also acts as a community liaison within our school.

A Hebrew Community Language Program is conducted by the NSW Board of Jewish Education - Academy BJE. Lessons are offered before school and cater for students K – 6.

In 2008 Gina Lin (Mandarin) received a highly commended award from the Minister of Education for excellence in student achievement in community language studies.

Respect and responsibility

Anti-Bullying Program
Lindfield East Public School implements a comprehensive anti-bullying program across all terms. This includes:

- Year 5 and 6 leaders coordinating anti-bullying strategies through the lunchtime Peer Mediation Program
- The reinforcement of the Turn, Talk and Tell strategy K – 6.
- Anti-bullying performances by the Buddies role play actors for K-6.
- Camp Quality puppet performance.
- Cyber-bullying information night for parents held at Kerrabee Centre Theatre.
- A survey of teacher satisfaction indicated that 95% of teachers feel that the school is a friendly school that is tolerant and accepting of all students. Parents supported this with 94% agreeing or strongly agreeing.
- Chatswood Police - spoke to Stage 2 and 3 students about Cyber Bullying.
Values Education

Lindfield East Public School is committed to Values Education. The teaching programs at the school integrate values education and it is the foundation upon which communication and decisions are made within the school. In 2008, the school embarked on a specially devised program to recognise and highlight the core values in our school community.

Mr Andrew Stevenson attended the National Values Education Forum 2008 in Canberra to share good practice in values education in Australian schools. He voiced the school’s position about the future direction extending of values education into the curriculum.

Mrs M Elliott organised and conducted a LEPS ‘Values Forum’, aimed at strengthening the community’s understanding of and commitment to the core values that underpin our Australian Schools. Lindfield East Public School’s ‘Care and Respect’ system plays an important role in promoting the core values.

Student Welfare

In 2008, the Student Welfare committee focused on continuing, consolidating and refining the programs and initiatives implemented in 2007.

- ‘Peer Mediation’ training for all Year 5 students took place in Term 1. The program was utilised in the K-2 playground in Terms 2 and 4. Feedback from playground duty staff has remained positive, with a noticeable reduction in minor inappropriate social incidents reported to teachers on duty. Our school captains and prefects provided support in the 3-6 playground.

- The ‘Yard Games’ program has extended in 2008 in both the K-2 and 3-6 playgrounds. The initiative is run by Year 5 students in the K-2 playground and Year 6 House Captains in the 3-6 playground. The purchase of new outdoor materials and games has provided a greater variety of lunch time options for students.

- The school has widened and refined its pastoral care policy, promoting discussion in class and assemblies and a renewed focus on ‘Care and Respect’ awards. 2008 saw the introduction of the ‘Gold Award’ - an acknowledgement of exemplary behaviour and citizenship.

- The ‘Bounce Back’ program remained a focus in 2008. The Bounce Back acronym, strategies and language were reviewed in Term 1. In Term 3 each stage worked through a modified program about courage and bullying.

- A program that allowed Year 6 to utilise Tryon Oval's grass area at lunchtime has broadened the promotion of fitness and major games in the absence of school fields. This program was extended to include Year 5 in Term 3.

- ‘Buddy Classes’ allow older students to provide mentoring support to younger students. These classes regularly interact throughout the year.

- The school retained its accreditation as an Asthma Friendly School and delivered programs and information for students, staff and parents.

Students with disabilities and additional educational needs

Lindfield East Public School caters for students with disabilities and additional learning needs through successful individual, group and class learning programs. A strong Learning Support Team coordinates the assessment, planning, implementation and evaluation of individual learning programs. Special needs funding support is accessed to provide students with diagnosed disabilities with individualised learning plans. This is achieved through Teachers’ Aide assistance and professional learning for class teachers. In 2008, a focus on Autism Spectrum Disorders (ASD) was delivered through; regional itinerant support teachers, attendance at (ASD) conferences and transition programs with (ASD) units. Departmental assistance with behaviour, hearing, vision and language is regularly utilised to assist students in achieving outcomes.

The Support Teacher Learning Assistance (STLA) positions were funded by the P&c in 2008. Ms Nicole Richards supported students in K-2. Mr Sakuna Pho and Ms Megan Lockery supported students in Years 3 and 4. Mr Michael Anderson was later utilised in Terms 3 and 4 to support Stage 3 students. Early
identification was paramount in providing support for targeted students with literacy concerns. The STLA’s also coordinated the parent and peer tutored MULTI-LIT program that operates before school for Year 1 students and a Home Reading follow up program for Year 2 students. The STLA funding supported the formation of support Maths groups in Years 3 and 4 ensuring specific assistance for students with numeracy concerns.

Information and Communication Technology (ICT)

In 2008, a specialist technology teacher, Mrs Cheryl Hill was jointly funded by the P&C and school to implement an ICT program for all classes K-6 in the school computer laboratory. Each class accesses three terms of lessons with the specialist teacher and one term with the classroom teacher.

One target area for 2008 was keyboarding skills and students took part in a whole school ‘Typing Tournament’ designed to increase keyboard knowledge and application. All students received Internet safety lessons and Year 6 created websites about safety when using social networking websites. Year 1 again participated in the ‘Tooth Tally Project’, an international collaborative learning activity based on counting lost baby teeth, which incorporated a wide range of technology skills. Animation has featured in several activities this year including an animated greeting card and animated information reports. ICT was integrated into Mathematics lessons with students completing several spreadsheets and graphing activities.

Selected gifted and talented students in Year 3-6 participated in the state-wide Centre for Learning Innovation Awards in two categories: Web Design Awards and Digital Art Awards. For the third consecutive year, our team was a finalist in the web design category, placing second. Max Davy, Year 4, received an Encouragement Award in the digital art category for his portrait of ‘Clive, the crossing supervisor’.

These award winning students and Mrs Cheryl Hill were asked to recount their competition experience on film by Teacher TV, an Internet resource featuring videos of innovative teaching and learning in action.

In 2008, the school hall was equipped with a motorised drop down screen, projector and an audio loop system. This improvement will in the future provide a venue for staff professional development, assemblies and presentation days and greater access to students with hearing impairments.

Four Interactive Whiteboards (IWBs) were installed, Ms Mandy Cuneo and Mrs Karlene Withers have undertaken professional development to develop their skills. The potential and use of IWBs have been demonstrated by these two teachers at regular staff meetings.

The school added more computers through the Technology for Learning program (T4L) into classrooms. Five laptops were commissioned to improve access to computers for the school executives and two laptops were commissioned to be used with the IWBs.

The library received an IWB and new computer desks, enhancing student access to the internet and information research skills.

The school employed a computer maintenance specialist to ensure hardware and software are in optimal working condition.

Progress on 2008 targets

**Target 1. To improve student outcomes in Literacy K-6.**

Our successful strategies included:

- The refinement and redevelopment of the school’s literacy scope and sequence.
- An explicit teaching program of Here, Hidden and Head comprehension strategies was implemented. The Year 2 students were given written assessment tasks based on four reading levels in non-fiction and fiction texts. Assessment results guided future programming and the diagnostic information was used in the reporting process to parents.
- LEPS Assessment practices in Stage 1 were acknowledged at District Level and then presented at a ‘Best Start’ feedback session.
- K – 2 Guided Reading books were levelled into reading recovery levels 1 to 30. This re-organisation allows benchmarking of children to be more specific. The running records of K – 2 children continue to be undertaken at least five times a year.
- Kindergarten to Year 2 teachers attended a 1½ days professional development as part of the ‘Best Start’ program. As a result, all teachers have a better awareness of English strategies.
Our achievements include:
  o NAPLAN results for the reading criteria demonstrate an increased understanding of the reading process. 91% of Year 3 and 84% of Year 5 scored in the top three bands in Reading.
  o Stage 1 Benchmarking results indicated improved comprehension results in the ‘Head component’.
  o Targeted Stage 1 STLA students showed increased reading and writing performance. In Stage 1, all children have progressed in their benchmarking assessments. 70% of children have progressed a minimum of 5 levels between February and July. 14 of these students were discontinued at the end of Semester 1.

**Target 2. To improve student outcomes in Mathematics K-6.**

Our achievements include:
  o The schools ICAS Mathematics Competition results improved with 25 more students achieving credits.
  o The schools average growth in NAPLAN scores for Year 5 was 109.7 points, this was 30 points more than the State and 11.5 greater than the Local School Group.
  o In Mathletics 195 of these students qualified for a participation certificate and 238 ‘star’ improvers were recorded. 690 are students accessing ‘Mathletics’ online.
  o Formation of a Year 4 Maths support group. 17 students were included within this group. At the end of Semester 2, 2 students achieved scores of 80% or higher, 10 students achieved 60% or higher in in-school assessments.
  o The introduction of Math Olympiad to Year 4 in 2008 and continued participation of Year 5 and 6. In the Australasian Area, in Year 6, 3 students were in the top 10% and 10 students were in the top 25%. In Years 4 and 5, there were a total of 8 students in the top 25%.

**Target 3. Enrich learning opportunities for all students and, in particular, Gifted and Talented students (GATS)**

Our achievements include:
  o Successful implementation of the K-6 Gifted and Talented Policy and Procedures documents focusing on the identification of GATS students.
  o Successful incorporation of De Bono’s Six Thinking Hats as a result of professional development of teachers by Tony Ryan.
  o Creation and distribution of a brochure to the LEPS community to promote Gifted and Talented opportunities across all stages.
  o The development of resource boxes compiled by stages to support teaching and learning programs.
  o Improved practices of the Learning Support Team in the identification and management of GAT students.

**Target 4. Enhance the engagement and improve learning outcomes of students K - 6 in Science and Technology.**

Our achievements include:
  o In 2008, an increased number of Science lessons incorporated ICT. Examples included the use of digital still photography to record experiments; the use of the new digital microscope to display moulds and fungi; using video photography to record students making scientific observations and the participation (for the first time) in the ‘Murder Under the Microscope’ ICT project.
  o ‘Primary Connections’ was trialled in Semester 2 resulting in teachers and students reporting higher student engagement. A student survey showed that 62% of Year 5 students now enjoyed Science compared to 48% prior to the introduction of ‘Primary Connections’. One Year 5 student noted, “I want to research stuff more after Science lessons”. The Science RFF teacher found that students were “actively involved and less likely to daydream”.

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Student learning outcomes have improved as evidenced by school-based assessment of the Learning Journals. These Learning Journals were initiated in 2008 to provide a record of observations, reflections and results. Students demonstrated an increased use of technical language and technical drawings and provided more detailed explanations of scientific phenomena.

Two teachers attended a two day conference to ensure a smooth introduction of the ‘Primary Connections’ program. Three teachers attended Science and Technology network meetings. These professional learning sessions led to the provision of a quality Science program, allowing students to improve their Scientific Literacy. For example, 80% of Year 4 students believe that they can now confidently record their Science observations compared with 50% prior to the introduction of ‘Primary Connections’.

The Science program focussed on a ‘hands-on’ approach with students reporting they now know a lot more about Science e.g. In Year 3, 43% of students “knew a lot about Science” prior to ‘Primary Connections’ compared to 73% after the introduction of ‘Primary Connections’.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of:

Educational and Management Practice
Leadership - Professional Learning and Development

Background
Lindfield East Public School since 2007 has had new executive staff including an appointment of a new principal, deputy principals and assistant principal. Through staff and executive staff feedback it was determined that leadership and the capacity for managing the school based upon the Schools Leadership Capability Framework could be enhanced through broader networking within the region and an individualised professional development plan. This evaluation also sought staff and community opinion on the strengths and weaknesses of our leadership processes. It investigated not only the leadership of the Principal, as the key leader of the school, but the relationships and communication processes between the leader and the school community.

Findings and conclusions
In 2008 Lindfield East Public School ensured that there was an executive member of staff at professional development courses with members of staff to ensure that staff are being supported in the implementation of programs such as Best Start.

Megan Lockery and Sakuna Pho undertook leadership roles on the Northern Sydney Deputy Principal Committee.

‘The 7 Habits of Highly Effective People’ by Stephen F. Covey, was introduced to the executive staff. Each member of the executive was able to reflect and consider the habits in relation to the Leadership Capability Framework.

Future directions
Executive staff at LEPS, in the future will:

Ensure ongoing support of staff by executives at professional development courses.

Expose staff to the ‘7 Habits of Highly Effective People’ to maximise professionalism of staff and foster a positive school culture.

Curriculum
Gifted And Talented

Background
Lindfield East Public School has one of highest achieving student populations within the state. Focus has been given to Gifted and Talented Students and Teaching and Learning programs over the last 3 years. In 2008, the Gifted and Talented Committee was formed. Its main target was to enrich learning opportunities for all students and in particular, Gifted and Talented students (GATS).

Findings and conclusions
In 2006 Lindfield East Public School identified via the committee the need for a policy document that would assist teachers in the identification of GATS students. In 2008 this document was introduced to staff with appropriate checklists for teachers, parents and students.

The continual professional development of staff in the Quality Teaching Framework, including De Bono’s Six Thinking Hats and the engagement of Tony Ryan has had a direct impact on classroom Teaching and Learning Programs.

The community was made aware of opportunities for students who were identified as G&T, with an increasing number of students participating in the NSW ICAS
Future directions

Staff at LEPS, in particular the Gifted and Talented Committee, in the future will:

- Develop the school’s identification practice to support the grouping of like-minded students within grades.
- Identify external opportunities for students to participate in G&T programs.
- Engage two staff members to undertake the ‘Certificate of Gifted Education’ through GERRIC and to investigate DET G&T training.
- Improve school linkage programs with Killara High School and investigate ‘acceleration’ programs.
- Continue to focus on whole school training to ensure the Quality Teaching Framework is continued and supported in all classes.
- The school will look to engage Gifted and Talented mentors.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their summarised responses are presented below:

- Parents feel welcome in the school in that they readily assist with a range of activities when the opportunity arises.
- The teaching and learning programs are generally seen by the students and parents as relevant with high expectations apparent. Although the students see the discipline as strong in the classroom, many indicated that they feel comfortable approaching their teacher for assistance in a range of areas.
- It is evident to all parties that the main focus in the classroom is on literacy and numeracy.
- The parents and students see the school’s welfare programs as being supportive. Parents support this view in that they accept the school’s encouragement to discuss matters of concern. They see the teachers and executive as very approachable and willing to work together to resolve any issues which may arise. The school is seen as an accepting and tolerant school where all students are accepted regardless of backgrounds and disabilities, and that its inclusive policy reflects this aspect.
- Students are acknowledged as being the centre of the school and that all activities are arranged for their benefit. The range of extracurricular programs is seen by the students and parents as extensive and worthwhile. Positive feedback is often received after special functions such as the school’s ‘Welcome Back Night’, Education Week and involvement at various performance functions.
- Student responses indicate that they are clear about what is expected from them by teachers and that their work will be judged according to set criteria.

Professional learning

All teachers are provided with ongoing professional learning support to ensure that quality teaching practice is maintained and school targets are achieved. The school spent $33,813 on professional development in 2008; an average of approximately $751 per teacher. The focus areas of our professional learning were:

- Teacher and executive staff representation at KLA network meetings and annual conferences.
- Quality Teaching – Tony Ryan.
- Annual CPR, Anaphylaxis, Diabetes, Asthma and First Aid training.
- ‘Count Me In Too’ for teachers of Year 1.
- ‘Best Start’ Training.
- ‘Primary Connections’ (Science).
- Redbank Autism Conference, Westmead Children Hospital Autism Conference.
- ICT training which provided teachers with a series of skills sessions including computerised assessment and reporting.
School development 2009 – 2011
2009 TARGETS

Target 1  To improve student outcomes in Literacy K-6

Strategies to achieve this target include:

- Continue to provide individualised and small group literacy support programs K-6, including Multi-Lit and Home support.
- Implement the K-6 spelling policy.
- Greater collaborative planning between ESL, Community Language and classroom teachers.
- ESL and Community Language teachers to support students in Literacy K-6.

Our success will be measured by:

- Targeted NESB students showing increased performance in NAPLAN and school-based assessment.
- Teaching and learning programs showing evidence of the systematic and explicit teaching of spelling.
- School based assessment indicating improvement in spelling K-6.

Target 2  To improve Mathematics outcomes K-6

Strategies to achieve this target include:

- Continue to introduce and trial the ‘Origo’ Mathematics program K-6.
- Provide professional development for staff in Space and Geometry through in-school training and an in-school focus.
- Utilise NAPLAN 2008 support material in teacher programming.
- Increase STLA support for Stage 2 and 3 Maths Groups.
- Introduce and integrate the use of Interactive Whiteboards to support Mathematics teaching.

Our success will be measured by:

- Increased performance in school based assessment and NAPLAN.
- Improvement in results in Space and Geometry.
- An increased number of teachers incorporating Interactive Whiteboards into Mathematics teaching.

Target 3  To enrich learning opportunities for all students and, in particular, Gifted and Talented (GATS)

Strategies to achieve this target include:

- Effective identification of G&T students.
- Introduction of high achieving students into like-minded class groupings.
- Identification of external opportunities for students to participate in G & T programs in all KLAs.
- Continue to provide whole school professional learning and strategies to cater for G & T students within classrooms, including members of staff to undertake the ‘Certificate of Gifted Education’ through GERRIC to further strengthen the G & T program.

Our success will be measured by:

- Increased teacher’s ability to identify G & T students.
- Teacher’s anecdotal and school based assessment showing increased student engagement and performance.
- Increased participation of students in external G & T programs.
- Targeted students in like-minded groups achieving expected or above expected growth in Literacy and Numeracy.
- Teaching and learning programs evidencing increased incorporation of ‘Teacher Quality’ strategies and graphic organisers.

Student Representatives

Lindfield East Public School provided numerous student leadership opportunities. These included:

School Captains and Prefects

Our elected School Captains (Debbie Lowenstein & Calum McInnes), Vice Captains (Adam Barrow & Lauren Stein) and Prefects performed a variety of leadership roles in 2008. They coordinated the student-led assemblies, ANZAC and Remembrance Day services. They also met regularly with the Principal to discuss issues and promote ideas. They coordinated the playground Peer Mediation program and also represented the school at the 66th Warringah Australia Remembers Trust Commemorative Service in North Head.
**House Captains & Vice Captains**

The school sporting captains and vice – captains were the inspirational leaders of the Houses – Lawson, Kendall, Paterson and Mackellar. They encouraged team spirit at our sporting carnivals and coordinated the lunchtime 'Yard Games' program.

**Student Representative Council (SRC)**

In 2008, the peer elected representatives comprised all classes from Years 1 – 6. They introduced a number of new initiatives on behalf of the student body. They ran a successful SRC Café during Education Week, and raised $1000 for the Leukaemia Foundation. The SRC also became the council to communicate with our new international sister school, raising $2700 for Saraswati Primary School in Nepal. Other fundraising efforts were directed towards the Chinese Earthquake Appeal, World Vision and Lions Club.

**Peer Mediation**

All Year 5 students, Captains and Prefects were trained in conflict resolution skills to implement a Peer Mediation program to mediate minor playground incidents for K – 6 students during lunchtime.

**Sport Captains**

The PSSA teams that represented our school in cricket, modball, soccer and netball were all captained by student leaders. This responsibility was designated on a rotational basis to provide all players with the opportunity to lead others.

**Peer Tutors**

Selected Year 5 and 6 students were given the leadership opportunity of providing the MULTI-LIT reading program to targeted Year 1 students, before school on a daily basis.

**P&C message**

In 2008 the P&C contributed financially to several areas of the school including infrastructure as well as teaching resources. The total contribution was $246,000.

Funding was provided as follows:

- $25,000 for teaching resources and books for mathematics, reading and science
- $78,000 for Support Teacher Learning Assistance (STLA) for literacy and numeracy
- $25,000 for technology teacher
- $20,000 for new technology (Smartboards)
- $20,000 for the new multi-purpose activity area and cricket nets
- $39,000 for upgrading of facilities for library, hall, sick bay, foyer and front office plus new signage and additional security cameras
- $5,000 for teacher development in science and Gifted & Talented programs
- $4,000 for new permanent barbecue area.

The **Building Committee** began in earnest, building awareness via school and community events. A full detailed brief was developed, expressions of interest from architectural firms were assessed and the most appropriate firm was assigned the project. In 2009 the committee will begin major fundraising and sponsorship efforts.

A **Safe Parking/Driving Campaign** was initiated. This included leaflets being handed out at pick-up and drop-off times, education via the Lyrebird, announcements during key events (e.g.-new parent day) and ‘mascots’ being used to raise awareness at street level. We will continue to put effort into this area as it remains of great importance.

It was a very busy year for **fundraising**, with over $177,000 being raised in 2008. This was mainly comprised of Vegas Night ($22,000), Foodie Fun Fair ($58,000), Walkathon ($9,000), voluntary family contributions ($78,000) and BASC donation ($10,000).

The ongoing tradition of a strong musical program was continued, with parent volunteers running the Training Band, Concert Band 1 and Concert Band 2. This included managing the tuition, rehearsals, camps, workshops and performances for over 130 students.

**Uniform Shop and Canteen:**

These services are run with a combination of paid positions and a parent volunteer roster. Turnover is approximately $100,000 per year. The **uniform** was redesigned in 2008 to achieve more uniformity in 'look' and was well received overall. The **canteen** is in need of an upgrade; in 2008 the P&C reviewed quotes and layouts from three suppliers and assigned a company to do the upgrade during the July 2009 holiday period.
Creative Workshops:
This extra-curricular program is organised by the P&C and operates before and after school hours. Selected tutors provide instruction in many areas including tennis, language, drama, fencing, keyboard, chess, computer animation, digital movie making, etc. Over 50% of the children at LEPS participated in these programs.

Parents Auxiliary:
This sub-committee supports many school events/programs. Activities in 2008 included class parent rosters for fundraising events, morning teas, Grandparents Day and Welcome Back Night plus sports carnivals.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Andrew Stevenson (Principal)
Sakuna Pho (Deputy Principal)
Megan Lockery (Deputy Principal)
Brenda Davy (P&C President)

Major Committee Leaders:
Caroline Desmond (Assistant Principal)
Julie Slee (Assistant Principal)
Belinda Zorian (Assistant Principal)
Judy Buckle (Assistant Principal)

School contact information
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School Code: 2404

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:
Lindfield East Public School Behaviour Code

Care and Respect

Care for and Respect Yourself

Care for and Respect Others

Care for and Respect the School and its Environment