Lindfield East Public School
Annual School Report
2011
Principal’s message
In 2011, the unity, harmony and purpose of the school community once again provided the essence of an outstanding school. Lindfield East Public School thrives through the vibrant partnership between parents and staff, producing quality education for children.

Throughout the year this partnership enabled the school to augment its curriculum with the addition of new and innovative programs and resources. As a result, the school has attracted much attention in the wider community for its unique and diverse learning opportunities.

In 2011, the school enjoyed the addition of six new BER classrooms, a new K – 2 COLA, grass playing fields, a designated Mandarin room, a fenced environmental garden and a technological upgrade for the Library.

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

P & C message
In 2011, the P&C had another successful year running many services for students and parents as well as contributing financially to the school. The financial contributions were primarily directed to teaching and purchasing of resources. The total contribution was again around $200,000 and was targeted towards:

- Support Teacher Learning Assistance (STLA)
- A Technology teacher
- Interactive whiteboards

The LEPS MarketPlace has strengthened with over 60 local businesses now participating. The intent is to direct fundraising towards starting Stage 1 of the new multi-purpose - Lyrebird Centre in late 2012. It was a busy year for fundraising, including the very successful School Fete, Walkathon and Welcome Back Night.

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

Uniform Shop and Canteen:
These are run with a combination of paid positions and a parent volunteer roster. Turnover is approximately $100,000 per year. The canteen which was upgraded in late 2009 is running efficiently and offers a healthy menu 5 days a week.

Liz Pearce - President

Student representative’s message
In 2011 the Student Representative Council met regularly to discuss improvements to the school and fundraised for numerous charities and causes. ‘Maroon for a Day’ supported the Queensland flood victims, Crazy ‘Hair to Help’ supported our Nepalese sister school, the annual disco assisted 30 Menindee students to visit Sydney and the ‘World's Greatest Shave’ donations were collected in honour of the late Phil Leddin (our lollipop man). School leaders visited NSW Parliament House, National Leaders Day and visited Menindee Central School.
School Captains - Rachel Lowenstein and Matthew Lee & the Prefects

School context

Student information

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

Student enrolment profile

Student enrolments at Lindfield East Public School reached 750 in Term 4 2011. 50% of the student population is from non English speaking backgrounds with 39 languages being represented.

Students of Chinese background total 24%, with Japanese, Korean, German, British, Spanish and South African being other significant nationalities at our school.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>380</td>
<td>376</td>
<td>384</td>
<td>383</td>
<td>392</td>
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<tr>
<td>Female</td>
<td>334</td>
<td>341</td>
<td>346</td>
<td>335</td>
<td>358</td>
</tr>
</tbody>
</table>

Student attendance profile / Management of non-attendance

At Lindfield East Public School students had a very high attendance rate of 96.5% in 2011. This is above both region and state averages. Illness or family leave are the two main reasons given for absence. When students are absent, use is made of our absentee phone hotline (published in the school newsletter) and written follow up letters are sent to the class teacher. Permission to take an extended period of absence is granted via a written application to the Principal. Where possible, teachers set work for students who are on extended leave or absent due to illness for several days.

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>96.6</td>
<td>97.5</td>
<td>96.9</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>96.5</td>
<td>97.0</td>
<td>96.6</td>
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<tr>
<td>2</td>
<td>96.5</td>
<td>96.6</td>
<td>96.5</td>
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<tr>
<td>3</td>
<td>96.4</td>
<td>96.7</td>
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<tr>
<td>4</td>
<td>96.7</td>
<td>96.6</td>
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<tr>
<td>5</td>
<td>96.5</td>
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<tr>
<td>6</td>
<td>94.4</td>
<td>95.6</td>
<td>96.3</td>
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</tr>
<tr>
<td>Total</td>
<td>96.7</td>
<td>96.3</td>
<td>96.6</td>
<td>96.5</td>
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<thead>
<tr>
<th>Region</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
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<td>96.3</td>
<td></td>
<td></td>
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<tr>
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<td>95.6</td>
<td>95.8</td>
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<td>95.8</td>
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<td>4</td>
<td>95.8</td>
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<td>5</td>
<td>96.0</td>
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<td>95.4</td>
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<tr>
<td>Total</td>
<td>95.7</td>
<td>94.7</td>
<td>96.0</td>
<td>95.8</td>
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</tr>
</tbody>
</table>
Staff information and Staff retention

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

In 2011, Lindfield East PS Mr Ellis and Miss Hewitt attained their ‘Professional Competence’ through the NSW Institute of Teachers. Belinda Zorian gained promotion through the merit selection process to Wahroonga Public School and Mrs Caroline Desmond to Lindfield Public School as Deputy Principals. Currently, Lindfield East Public School does not have any teachers of Indigenous background.

Staff establishment

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCS</td>
<td>K 19</td>
<td>19</td>
</tr>
<tr>
<td>KFR</td>
<td>K 19</td>
<td>19</td>
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<tr>
<td>KKJ</td>
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<td>18</td>
</tr>
<tr>
<td>KMC</td>
<td>K 19</td>
<td>19</td>
</tr>
<tr>
<td>KRC</td>
<td>K 20</td>
<td>20</td>
</tr>
<tr>
<td>1/2BZ</td>
<td>1 11</td>
<td>25</td>
</tr>
<tr>
<td>1CM</td>
<td>1 22</td>
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<td>1JE</td>
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</tr>
<tr>
<td>1JR</td>
<td>1 21</td>
<td>21</td>
</tr>
<tr>
<td>1SE</td>
<td>1 22</td>
<td>22</td>
</tr>
<tr>
<td>1/2BZ</td>
<td>2 14</td>
<td>25</td>
</tr>
<tr>
<td>2AH</td>
<td>2 23</td>
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<td>2EH</td>
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<td>24</td>
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<tr>
<td>2KM</td>
<td>2 23</td>
<td>23</td>
</tr>
<tr>
<td>3/4JB</td>
<td>3 12</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Teacher Entitlement 38.102
Primary General Assistant 1.0
Primary School Administrative Officer 2.472
Primary School Administrative Manager 1.0
Total Non Teacher Entitlement 4.472

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3CM</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3ME</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3RF</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3/4JB</td>
<td>4</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>4CE</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4ME</td>
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<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4WS</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6DP</td>
<td>5</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>5CM</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5MM</td>
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<td>29</td>
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</tr>
<tr>
<td>5MS</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6DP</td>
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<td>14</td>
<td>30</td>
</tr>
<tr>
<td>6CD</td>
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<td>29</td>
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<tr>
<td>6KR</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6MH</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>
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>80 (31 Teachers)</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20 (7 Teachers)</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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.

School performance 2011

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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)

Financial summary

Date of financial summary: 11/30/2011

Income

- Balance brought forward: $282702.58
- Global funds: $383677.26
- Tied funds: $219647.59
- School & community sources: $762871.57
- Interest: $17709.87
- Trust receipts: $95156.87
- Canteen: $0.00
- Total income: $1761765.74

Expenditure

- Teaching & learning
  - Key learning areas: $296351.88
  - Excursions: $120302.28
  - Extracurricular dissections: $220321.34
- Library: $18443.26
- Training & development: $6205.00
- Tied funds: $217207.19
- Casual relief teachers: $109492.57
- Administration & office: $134065.48
- School-operated canteen: $0.00
- Utilities: $67087.50
- Maintenance: $61553.42
- Trust accounts: $94999.25
- Capital programs: $115302.74
- Total expenditure: $1461331.91
- Balance carried forward: $300433.83

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

Literacy – NAPLAN Year 3

Note:

- SSG refers to Similar School Group
- DEC refers to Department of Education and Communities

![Percentage in bands: Year 3 Reading](chart.png)
Jack S and Louisa P, attain ‘High Distinctions’ in the Australasian Maths Olympiad with LEPS teacher and G&T certified Mr Haworth
Deputy Principal Mr Pho joins in reading groups
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></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Significant programs and initiatives

#### Aboriginal education

In 2011, LEPS continued to build upon a strong indigenous education program. A targeted committee ensured NAIDOC Week, our Menindee Central School links, classroom programs, professional learning and excursions were all integrated into the curriculum.

Mr Stevenson was awarded the Metropolitan North Regional AECG – Excellence Award for his role in promoting Indigenous Education.

#### Multicultural Education

Our multicultural community again celebrated ‘Harmony Day’ in Term 1 – a day of diverse performances and promotion of tolerance, acceptance and inclusivity for all. Students also shared their heritage and culture via video conference with other schools and participated in a parade of nations that provided a colourful spectacle. Our Lion and Fan Dance troupe took their message further afield as they performed at Menindee Central School. Anti-racism is promoted through our school brochure and assemblies. We have five trained ARCO’s (Anti-Racism Contact Officers) who are there to address any issues that arise in our community.

Our school continues to be involved with the ‘Engage in Asia’ project. Visiting Japanese and Chinese Educational delegations both visited LEPS in 2012. Community Language (Mandarin) is provided K – 6, 5 days a week and ESL has 7 days of permanent specialist teaching.

#### Other programs - CCACDC

In 2011 LEPS and Menindee Central School formed the CCACDC – ‘The Coalition for Cultural Affirmation and Celebration of Diversity and Connectedness’. A memorandum of understanding (MOU) was drawn up and signed by all partners committed to supporting the two school communities. The CCACDC is comprised of: Ryde and Menindee AECG (Aboriginal Education Consultative Groups), Ku-ring-gai and Central-Darling Ward Councillors, Menindee and Davidson State MP’s, University of Western Sydney, Schools in Partnership, NSW DET Multi-Cultural Unit, Board of Jewish Education, Coo-ee Art Gallery, parents and altruist Mark Cepak. The CCACDC will continue to meet regularly and contribute ideas, innovative practice, resources and financial opportunities that target strengthening self-image, heritage and enhancing social inclusion through the partnership.

#### Progress on 2011 targets

**Target 1: To improve student outcomes in Literacy**

Our Achievements include:

- School based assessment in Years 1, 2, 4 and 6 showed a 53% increase in the children’s knowledge and understanding of Visual Literacy and Author’s Purpose.

- Nine students in Year 5 were identified as Gifted and Talented students. Four students of the nine showed expected growth in Reading with one showing exceptional growth.

- Supervision of most programs indicated the explicit and systematic teaching of spelling strategies K – 6.

- School based assessments Year 1 – 6 between February and November show significant growth of student achievement. The average score between February and November increased by 31%.
- NAPLAN 2011 Year 3 Reading results showed that 14 of 16 K – 2 STLA students are in the top 3 bands of Reading with two of these students scoring the highest band.

- 66% of all students in Years 3-6 wrote expositions with a satisfactory statement of position and clearly outlined arguments. 61% of these students developed logical arguments supported by examples.

Target 2: To improve student outcomes in Numeracy

Our Achievements include:

- A 61% increase in Year 4 student understanding of targeted Capacity skills in Measurement, as highlighted by the Community of School Group Action research project.

- Creating increased and equitable access to K – 2 ‘Count Me In Too’ and measurement resources by establishing a purpose built storage room.

- Targeted STLA support in Year 3 – 6 Maths groups, contributing to a decrease in students in the bottom 2 bands and an increase in the top 2 bands of NAPLAN Data, Measurement, Space and Geometry.

- Increased evidence of quality use of IWB’s across all classrooms in the teaching of measurement.

Target 3: To improve student outcomes in Creative Arts

Our Achievements include:

- Teacher feedback and programming indicate a deeper understanding and competency in the Visual and Performing Arts strand.

- A broader range of musical and artistic classroom activities and resources were provided to students.

- An extended range of quality excursions and performances were organised by the committee.

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 2011 our school carried out evaluations of:

Educational and management practice

Communications Strategy

Background

The school utilises the website and paper newsletter as the primary means of communicating with parents. The school office staff and executive decided Regional DEC support needed to be accessed to provide direction in future means of communicating and also ensuring consistency in delivering our philosophy and key messages. Senior executive and office staff participated in the 2011 NSR Regional Communications course.

Findings and conclusions

The school had no defined key messages. It was shifting towards a predominantly electronic means of communication and promotion. LEPS needed to determine its key corporate messages and then consistently use them to promote the school. Other emerging social networking needed be considered.

Future directions

The school’s key messages are now to be built into all communications and marketing. Additional means of electronic communication; Facebook, Twitter and mobile apps will be explored in 2012.

Technology

Background

The school community had supported Technology skills over the past decade with the employment of a P&C funded specialist computer teacher. Staff feedback was collected in 2011 to assess the teaching and learning model and to determine strategic directions in ICT.

Findings and conclusions

Teaching staff K – 4 were still in support of the team teaching, laboratory based computer lesson model. Stage 3 teachers, however, felt with the provision of class sets of laptops, iPads or Tablets, technology may be better addressed in the classroom setting. ICT confidence and competence had increased significantly since IWB’s were installed in all classrooms.
Future directions
In 2012, the Stage 3 teachers will trial increased classroom based technology lessons, moving away from the laboratory model. Mobile racks of computers, IWB’s, increased professional learning and increased wireless capability will become a key strategy in integrating and utilising computers across the KLA’s. The success of this trial will determine if greater expansion across Stage groups is implemented in 2013 and beyond.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school through on-going communication channels.

Their responses indicated a strong approval of the diversity of opportunity, academic success, quality of teaching staff, innovative and global learning strategies, and community support and interaction. Student responses were favourable of improved playgrounds, increased leadership opportunities and engagement with Menindee and Saraswati School.

Professional learning
All teachers, SAS and SLO’s were provided professional learning in 2011. The school invested around $35 000, an average of approximately $700 per teacher.

School Development Days in 2011 had full participation of staff and included: a Community of Schools Group – Autism Keynote speaker, Sue Larkey, Tony Davis (author), annual CPR, Asthma and First Aid Training. LEPS had three new scheme teachers working towards accreditation and two maintaining accreditation at Professional competence.

Other professional Learning included; Certificate of Gifted Education post graduate studies, Cultural Awareness training at Menindee CS, ICT training, L3 (Language, Literacy, Learner) training for Kindergarten, Stage 2 Community of Schools Group Mathematics project, leadership development, KLA network meetings, Principal and Deputy conferences, SAS training and merit selection training.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 - Literacy
Outcome for 2012–2014
Increased student outcomes and levels of achievement in Literacy for all students. NAPLAN expected growth should exceed 80% of students.

2012 Targets to achieve this outcome include:
• 70% of students achieve expected growth in Literacy as measured by NAPLAN
• Teaching and learning programs are all differentiated for G&T students
• 65% of students achieve the Top two bands in NAPLAN Reading and Writing

Strategies to achieve these targets include:
• Increased P&C funded STLA early intervention
• Continuation of the L3 literacy model
• Reading Group programming focus in Stage 2

School priority 2 - Numeracy
Outcome for 2012–2014
Increased student outcomes and levels of achievement in Numeracy for all students. NAPLAN expected growth should exceed 80% of students.

2012 Targets to achieve this outcome include:
• 65% of students achieve the Top two bands in NAPLAN Numeracy
• 70% of students achieve expected growth in Numeracy as measured by NAPLAN

Strategies to achieve these targets include:
• Greater inclusion of new and emerging technologies in the numeracy program
• Utilising DP’s and P&C funded STLA’s to create extra and smaller, streamed Yr 3-6 mathematics groups
• Accessing the Community of Schools Group and other specialists to enrich the maths program
School priority 3 – Global Connections

Outcome for 2012–2014

Develop strong cross-cultural relationships and educational links with Asian and Indigenous partner schools.

2012 Targets to achieve this outcome include:

- A MOU is finalised with Chaoyang Demonstration School in Beijing
- The CCACDC (Other programs) is functioning and providing a scaffold for a quality partnership

Strategies to achieve these targets include:

- Provide 3 student excursions for Menindee and LEPS students to visit and experience each others different cultural communities
- Provide 2 teacher exchange and professional learning opportunities with Menindee Central School and one visit to Beijing

About this report

In preparing this report, the self-evaluation committee has 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
Louise Scope – School Administration Manager
Liz Pearce – P&C President

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Fax: 9416 2836
Email: lindfield-p.school@det.nsw.edu.au
http://www.lindfield-p.schools.nsw.edu.au
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:
http://www.sCHOOLS.nsw.edu.au/asr