Our school at a glance

Students

Students at Lindfield East Public School are highly engaged and motivated learners. The positive attitude that our students hold towards learning is reflected in our NAPLAN results, which continue to be well above state and national average.

Staff

Our highly qualified, professional, dedicated and committed staff continues to develop programs that are engaging and which provide opportunities for students to interact locally and globally.

All teaching staff meet the professional requirements for teaching in New South Wales public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>77 (29 teachers)</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>24 (9 teachers)</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Lindfield East Public School continues to provide programs for students that are diverse, engaging and innovative. These include:

- English as a Second Language Program
- Community Language (Mandarin)
- Sustainability Programs
- Extensive Extra Curricula Programs
- Gifted and Talented Programs including GERRIC trained teachers
- Global links - Menindee, Saraswati and China
- Band, String Ensemble and Choral Program
- iPads / Specialist Technology Program
- K-6 Specialist PE Program
- State Band Camp
- Dance Troupe / Dance 2BFit
- Learning Support Program - Specialist Literacy Teacher
- Multicultural Education Program
- Killara Schools Partnership
- Programs for students with disabilities
- Student Leadership Program
- Student Welfare Program
- Specialist Science Teacher
- Debating
- Creative Workshops
- Friendship Room

ANZAC day service

Student Achievement in 2013

Year 3

NAPLAN - Reading
In Year 3, 88% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 43.7% in the State and 74.9% in a Similar School Group.

NAPLAN - Writing
In Year 3, 85.8% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 54.2% in the State and 80.5% in a Similar School Group.

NAPLAN - Spelling
In Year 3, 88% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 49.6% in the State and 75.5% in a Similar School Group.

NAPLAN – Grammar and Punctuation
In Year 3, 88.8% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 54.4% in the State and 80.1% in a Similar School Group.

NAPLAN – Numeracy
In Year 3, 84.8% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 36.3% in the State and 72% in a Similar School Group.
Year 5

NAPLAN - Reading
In Year 5, 64.5% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 37.4% in the State and 66.8% in a Similar School Group.

NAPLAN - Writing
In Year 5, 49.5% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 23% in the State and 45.1% in A Similar School Group

NAPLAN - Spelling
In Year 5, 65.6% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 37.9% in the State and 61.6% in a Similar School Group

NAPLAN – Grammar and Punctuation
In Year 5, 49.5% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 23% in the State and 70.3% in a Similar School Group

NAPLAN – Numeracy
In Year 5, 58.5% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 27.8% in the State and 45.1% in a Similar School Group

Expected Student Growth

Reading
63% of students achieved expected growth from Year 3 to Year 5.

Spelling
53.1% of students achieved expected growth from Year 3 to Year 5.

Grammar and Punctuation
56.8% of students achieved expected growth from Year 3 to Year 5.

Writing
53.3% of students achieved expected growth from Year 3 to Year 5.

Numeracy
74.1% of students achieved expected growth from Year 3 to Year 5.

Messages

Principal’s message
The 2013 Annual School Report 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 instils 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 purchased and installed wireless connection throughout to support the 5 banks of 16 iPads, 16 iPod touch, 16 mini iPads and 2 banks of 32 notebooks located strategically throughout the school.

The school’s plans to build ‘The Lyrebird Centre’ were approved by Ku-ring-gai Council during the year and preparations for the first stage of the project is underway.

LEPS successfully auditioned for the NSW School’s Spectacular this year. In a school first, Miss Alyce Kelly led ten of our talented Stage 2 dance troupe.

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.

Mr Andrew Stevenson

2. Services

Services include the traditional P&C functions of canteen and uniform shop, as well as the hiring of the tennis court. The primary objective of these activities is to provide a service, rather than generate a huge profit.

A great contribution is also made by Creative Workshops, a program that is special to LEPS. This before and after school program offers the students the opportunity to attend classes ranging from touch typing to drawing. The workshop program is coordinated by a small group of parents who ensure that the program
runs smoothly and is regularly refreshed to remain interesting.

Also in this category of activities are the band and string ensemble programs. These programs are run to cover costs and be self-funding, and are not intended to be profit generators. From the point of view of the many children who participate, and the parents and guardians who support them, the band and string ensemble are friendly and fun ways to explore music and perform.

The successful operation of our Band program this year has been well supported by the community. The on-going commitment by Mrs Louise Flaherty, the Band Masters – Mr Colin Smith and Mr Jon Dollin - and Ms Diane Read (school liaison) has ensured the delivery of a high quality Band program. The performances at various school related activities and St Ives Show were only bettered by their achievements in the NSW School Band Festival, with Training Band (TB) winning silver, Concert Band (CB) gold and Performance Band (PB) successful in attaining gold and the School Band Development Award. The bands continued to be recognised with outstanding achievements at the Hornsby North Band Festival. PB received a High Distinction, CB a Credit and TB a distinction.

In addition to participating in festivals, the Bands rehearse twice weekly and play at various school and community events. Band members attend an annual residential band camp and participate in school workshops and individualised tutorials.

3. Parent support

The Parents’ Auxiliary (PA) is the arm of the P&C that provides parent support. Each year the PA runs the Mothers’ and Fathers' Day stalls, organises Grandparents' Day, assists at sporting carnivals and thanks the staff at an end of year function. For the last few years, the PA has also conducted throughout the year a regular "Welcome to LEPS" coffee morning, providing a chance for new parents to learn about the school and more easily enter our community.

Administration
As in previous years, financial contributions from the P&C were directed to teaching and purchasing of resources. Collections were also put towards funding the Lyrebird Centre.

The total contribution was around $180,000, and was targeted towards:

- Support Teacher Learning Assistance (STLA)
- A Technology teacher
- Computer tablets and collateral equipment for K to 6

Ten motions were passed in 2013 at seven meetings, including the AGM. Most motions related to disposition of funds to the school, but also included a motion to join the Northern Sydney District Council of P&C’s, and a motion to recommence the purchase of Student Accident Insurance in 2014. We also began implementation of the new Working with Children regulations, and completed a rationalisation of our banking requirements, in accordance with a motion passed in 2012.

Finally, the Ku-ring-gai Municipal Council issued a DA for the Lyrebird Centre late in 2013. The Lyrebird Centre is a long-standing plan of the school community to construct a performance and educational space at the western end of the school's grounds, and receipt of the DA is a major and necessary step towards developing the site.

Mr Rob Mills, President

To celebrate NAIDOC Week Year 2 created artworks of Australian animals inspired by Aboriginal dot paintings.

School context

Quality teaching and learning have ensured that Lindfield East Public School maintains an outstanding educational reputation. A high level of community participation and support 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 for all students. Our multicultural student population is provided a safe learning environment with the core values of ‘Care and Respect’ underpinning our student welfare ethos. Literacy and numeracy results are a curriculum strength.

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 735 in Term 4 2013. 50% of the student population is from non English speaking backgrounds with 39 languages being represented. Students of Chinese background total 23%, with Japanese, Korean, German, British, Spanish and South African being other significant nationalities.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>380</td>
<td>376</td>
<td>384</td>
<td>383</td>
<td>392</td>
<td>376</td>
<td>376</td>
</tr>
<tr>
<td>Female</td>
<td>334</td>
<td>341</td>
<td>346</td>
<td>335</td>
<td>358</td>
<td>365</td>
<td>359</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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>23.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>1.2</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>1.302</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Primary Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Primary Community Language Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary District School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary School Administrative Officer</td>
<td>2.472</td>
</tr>
<tr>
<td>Primary School Administrative Manager</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>42.874</td>
</tr>
</tbody>
</table>

Staff retention

In 2013, Temporary teachers Mr Samuel Woodward and Mrs Janet Ellis attained their ‘Professional Competence’ through the NSW Institute of Teachers. Ms Rachel Watkins replaced Mr Sakuna Pho as Deputy Principal. Mr Pho gained promotion to Hunters Hill Public School as Principal. As a result of our school’s commitment to supporting aspiring leaders, Miss Kristy Johnson gained promotion to Greenwich Public School as Assistant Principal. Mrs Leanne Nielsen was appointed to the school by the DEC to replace her. Miss Lauren Mason gained permanent appointment through merit selection at Lindfield East Public School.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>219985.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>471623.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>230797.02</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>778511.52</td>
</tr>
<tr>
<td>Interest</td>
<td>8024.82</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>114594.01</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1603551.17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>263671.22</td>
</tr>
<tr>
<td>Excursions</td>
<td>119169.17</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>268144.15</td>
</tr>
<tr>
<td>Library</td>
<td>19963.79</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>33448.38</td>
</tr>
<tr>
<td>Tied funds</td>
<td>154280.94</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>111124.06</td>
</tr>
</tbody>
</table>
The finances of the Ryde Schools’ Spectacular are managed through Lindfield East Public School Tied Funds. A full copy of the school’s 2013 financial statement is tabled at the Annual General Meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

Mind Marathon

School performance 2013

Academic

The My School website provides detailed information and data for National Literacy and Numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Significant programs and initiatives

Aboriginal education

In 2013 LEPS continued to build upon its strong indigenous education program. As part of a cultural exchange program, students in Stage 3 took part in both a spring and autumn visit to Menindee Central School. Students from Menindee Central School in turn visited LEPS.

NADOC Week Public Speaking Awards

Multicultural education

Lindfield East Public School continues to celebrate its multiculturally harmonious community. The school community recognized and rejoiced in its diverse cultural student population by celebrating Harmony Day.

Andrew Stevenson and Yi Qing Zeng spoke about authentic links with Asian sister schools at the AEF conference in Melbourne.

Cultural Exchange

In September, Mrs Mandy Cuneo and Miss Michelle Marquet visited our sister school Chaoyang District Demonstration School in Beijing, China. LEPS families hosted the first visit from Chaoyang in Term 2.

School sport

The 2013 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, dance and rock climbing provided an opportunity for students to participate in physical pursuits outside of school.

Sport in Schools Australia (SISA) provided a comprehensive program for non PSSA students. The program contents addressed components of the PDHPE syllabus.
• Physical education and fundamental skill topics such as balance, co-ordination, hitting & striking, throwing, catching, cognitive learning.

• Fitness & conditioning training including components of fitness such as strength, power, speed, endurance, flexibility and agility

• Social skill development including co-operative learning and team building initiatives

Progress on 2013 targets

Target 1 – Literacy

• 75% of students achieve expected growth in Literacy as measured by NAPLAN.

• All students have access to an appropriate inclusive, relevant, engaging and challenging curriculum incorporating the Quality Teaching Framework.

• Quality teaching programs and practices in all classrooms strengthened to increase the percentage of students who achieve the top two bands in Reading and Writing to 70% (NAPLAN).

• Parent/carer involvement raised to assist in the development of Literacy skills in children.

Our achievements include:

• Delivered whole school professional learning and collaborative planning to implement the new Australian English Curriculum in 2014.

• Monitored students’ reading levels to evaluate growth to ensure that individual student needs are being met.

• Purchased a range of reading resources to meet the needs of Reading Groups across K-6 and to provide students with opportunities to incorporate higher order thinking skills.

• Provided professional development for staff on the integration of iPads in writing programs across K-6.

• Organised author visit to work with and engage students in the process of writing and illustrating their own novel. This resulted in the publication of a novel entitled ‘Jasper Rust’ by Stage 3 students.

Future directions

• Implementation of the English K-6 Syllabus for the Australian Curriculum in 2014.

• Continued professional learning to support teachers with syllabus implementation.

• Collaborative creation of year and stage based units of work in Literacy.

Target 2 – Numeracy

• 80% of students achieve expected growth in numeracy as measured by NAPLAN.

• All students have access to an appropriate inclusive, relevant, engaging and challenging curriculum incorporating the Quality Teaching Framework.

• Quality teaching programs and practices in all classrooms strengthened to increase the percentage of students who achieve the top two bands in Numeracy to 75% (NAPLAN).

• Teaching and Learning programs are differentiated for identified Gifted and Talented students resulting in increased growth in Numeracy as measured by NAPLAN.

Our achievements include:

• Familiarization with the new Mathematics K-6 Syllabus for the Australian Curriculum for implementation in 2015.
Consultation with DEC specialists, neighbouring schools and leading experts such as Dr Catherine Attard led to the decision to phase out the use of textbooks and use hands-on teaching and learning resources. Teachers of Stage 1 students use concept based planning and programming using DEC support documents.

Continuous assessment models implemented across the school to gather point-in-time assessment information for reporting to parents.

Collaborative planning and programming of mathematics by teachers in Year and Stage based teams.

Establishment of a ‘Maths trail’ and ‘Maths Fun Day’ which will be held annually.

**Future directions**

Implementation of the Mathematics Syllabus for the Australian Curriculum in 2014.

Phasing out the use of text books and using Program Builder to collaboratively plan and program Mathematics in Year and Stage groups.

**Target 3 – Global Connections**

- Implement professional exchange between LEPS and sister school in China.
- Improve students’ knowledge, skills and understanding of Asian language and cultures.
- Maintain a cultural bond with Saraswati School in Nepal.
- Maintain the cultural exchange with Menindee Central School.
- Continue to celebrate Harmony Day.

**Our achievements include:**

- For the first time, two LEPS teachers, Mrs Cuneo and Miss Marquet visited Chaoyang Demonstration school. Teachers took part in school activities as part of the professional learning program.
- The annual visit of Menindee teachers and students included a beginning teacher who benefited from the cultural exchange and teaching for a week in a large urban school.
- Building upon our cultural bond with Saraswati School in Nepal by purchasing equipment for their school. The designated Global Connections committee sell Nepalese handicrafts as part of our fund raising and support.
- Students and teachers from Kugenuma High School in Japan visited LEPS for two days. They visited classrooms and participated in a variety of educational teaching and learning activities. The students enjoyed being part of the school community and enjoyed the Australian way of life.

**Future directions**

- Miss Annette Medana was successful in gaining entry to the ‘Bridge Project’. She will develop a Korean sister school link in 2014.
- Maintain a cultural bond with Saraswati School in Nepal.
- Incorporating cross curriculum Asian Literacy perspectives into the KLA programming.
- Increased interaction with our Global partners via VC, Adobe Connect and Skype.
- Potentially to plan student visits with our partners.

Nepalese Liaison Lyn Taylor visits LEPS

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluation of the Student Welfare Policy.
Student Welfare

Background

Feedback from students, parents and staff indicated the Student Welfare Policy needed to be updated. A designated student welfare committee coordinated the writing of the policy in consultation with the SRC, P&C and staff.

Findings and conclusions

Safety and supervision in the playground were a concern for teachers so playground areas were adjusted and boundaries changed. The playground duty roster was updated to cater for these changes.

The SRC instigated playground rules for the 3-6 playground areas. Formulation of a standard list of general playground rules and handball rules was discussed and finalised with students and staff.

As there are new members of staff at the school, Toni Noble was invited to provide ‘Bounce Back’ training. ‘Bounce Back’ has been implemented at the school since 2009. The Student Welfare Committee wrote units of work K-6 for teachers to use as part of their PDHPE program.

The LaST teacher worked with the Student Welfare Committee to update the Discipline Policy. The LaST teacher led professional development sessions with staff on proactive behavior management strategies which are included in the policy.

Future directions

The Student Welfare Committee will continue to operate in the school as a major committee to maintain the policy, write ‘Bounce Back’ units of work for teachers and consult with students, staff and parents. Ongoing communication with the SRC will proactively address areas of need and improve student welfare practices in the school.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Through the survey parents and students agreed that:

- The school has a strong commitment to environmental education.
• A quality, diverse range of curriculum activities are offered at LEPS.  
  Parents: (39% strongly agree, 52% Agree)  
  Students: (50% strongly agree, 36% Agree)  
• The school uses technology effectively to support student learning programs.  
  Parents: (35% strongly agree, 62% Agree)  
  Students: (22% strongly agree, 57% Agree)  
• The school promotes a healthy lifestyle.  
  Parents: (29% strongly agree, 60% Agree)  
  Students: (17% strongly agree, 60% Agree)  
• LEPS is progressive and innovative.  
  Parents: (32% strongly agree, 60% Agree)  
  Students: (26% strongly agree, 52% Agree)  
• LEPS has competent teachers who teach their students well.  
  Parents: (31% strongly agree, 50% Agree)  
  Students: (22% strongly agree, 59% Agree)  
  
**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 $50 000, which includes $25 000 of school funds on professional learning in 2013; an average of approximately $1 250 per teacher. The focus areas of our professional learning were:

• English K-6 Syllabus - preparation to implement the new syllabus in 2014.  
• Dr Catherine Attard – Planning, programming and differentiating the curriculum using rich tasks.  
• Teacher, executive and SAS representation at KLA and network meetings and annual conferences.  
• Principals and Aspiring Leaders (PPDP) project, part of the Killara School Partnership program.  
• Principals and Aspiring Leaders – Hot topics via Adobe Connect. Principals focused on problem solving protocols and establishing Northern Sydney and Western Region sister school alliances.  
• Gifted and Talented Education Policy was revised and staff were upskilled on appropriate identification measures and provisions for GATS students.  
• Gifted and Talented Education conference organized by the Northern Sydney Region – Teachers in the GATS committee attended.  
• Asia Education Foundation conference in Melbourne.  
• iPads - Dr Kristy Goodwin  
• iPads – ’Appy Hour’ for teachers which was held fortnightly.  
• Muogamurra – Caring for Country  
• Robyn Moore – ‘Teacher Well Being’  
• Dr Michael Nagel – Brain development in children  
• Annual CPR, Anaphylaxis, Asthma and First Aid training  
• Code of Conduct and Child Protection update  
• Killara Schools Partnership – Mathematics Problem Solving project and Visual Literacy focus.  
• Best Start Gifted and Talented Project. Staff were successful in obtaining a $10 000 grant to implement the Gifted and Talented Kindergarten project in the Kindergarten classes, using learning stories and open-ended tasks. The project will continue to be implemented in 2014.  

![Kugenuma Vice Principal and Teachers visit LEPS](image)

**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
Diane Read, Deputy Principal
Rachel Watkins, Deputy Principal

**School contact information**
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East Lindfield 2404
Ph: 9416 1955
Fax: 9416 6457
Email: lindfield-p.school@det.nsw.edu.au
School Code: 2404

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:


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Grandparents Day