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.

Students

Students at Lindfield East Public School are motivated and enthusiastic learners. The positive attitude of students is reflected in our NAPLAN results which are continually well above state and national averages. The children show great pride in their school and they are highly involved in the varied activities and programs presented to them.

Student enrolment profile

Student enrolments at Lindfield East Public School reached 771 in Term 4 2014. 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.

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>376</td>
<td>384</td>
<td>383</td>
<td>392</td>
<td>376</td>
<td>376</td>
<td>399</td>
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<tr>
<td>Female</td>
<td>341</td>
<td>346</td>
<td>335</td>
<td>358</td>
<td>365</td>
<td>359</td>
<td>372</td>
</tr>
</tbody>
</table>

Student attendance profile

Staff information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>24</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
</tr>
</tbody>
</table>

Staff

Our highly qualified, professional, dedicated and committed staff continue to develop engaging programs which provide opportunities for students to interact locally and globally.
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>77%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>23%</td>
</tr>
</tbody>
</table>

### 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 2014; an average of approximately $1 250 per teacher. The focus areas of our professional learning were:

- **English K-6 Syllabus** – implementation of the new syllabus in 2014. Teachers involved in collaborative planning sessions including the use of concept based programming and visual literacy modules. Experts including Michael Murray and Judy Gerber worked with key staff to enhance our implementation process.

- **Dr Catherine Attard** – Planning, programming and differentiating the curriculum using rich tasks in Mathematics. Grade level collaborative planning sessions occurred in order to develop termly Mathematics plans.

- **Teacher, executive and SAS representation at KLA and network meetings and annual conferences.**

- **Teachers and executive staff involved in the Killara School Partnership program.** This program involves teachers from our school working with and sharing expertise with members of the High School staff.

- **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.** Dr Jill Forster presented an information session to the staff to develop differentiation strategies.

- **Beginning teacher courses attended including video conferencing and supporting children with disabilities.**

- **Staff attended workshops on the implementation of the History and Geography syllabus documents.**

- **iPads – 'Appy Hour' for teachers which was held fortnightly. Staff attended an iPad workshop at Carlingford West Public School.**

- **‘A Taste of Ten’ – series of 5 online professional development sessions supporting early years teachers with strategies to assist students experiencing difficulty with numeracy.**

- **Assessment practices focusing on the Literacy and Numeracy continuums.**

- **Annual CPR, Anaphylaxis, Asthma and First Aid training.**

- **Code of Conduct and Child Protection update.**

- **Killara Schools Partnership – History and Visual Literacy focus.**

### 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>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>2085429.05</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>288482.48</td>
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<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
<td>290299.11</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>18879.65</td>
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<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>191539.49</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>66600.82</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>366649.93</td>
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<tr>
<td>Capital programs</td>
<td>1718779.12</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>366649.93</td>
</tr>
</tbody>
</table>

**Balance carried forward**
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P & C Association. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**NAPLAN**

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

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

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

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

**Year 3**

**NAPLAN – Reading**

In Year 3, 88% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 49.3% in the State and 78.6% in a Similar School Group.

**NAPLAN - Writing**

In Year 3, 85.6% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 47.8% in the State and 74% in a Similar School Group.

**NAPLAN - Spelling**

In Year 3, 85.6% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 50.8% in the State and 76.2% in a Similar School Group.
NAPLAN – Grammar and Punctuation
In Year 3, 92.7% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 54.5% in the State and 81.2% in a Similar School Group.

NAPLAN – Numeracy
In Year 3, 72.2% of our students were in the top 2 skill bands (Bands 5 & 6) compared to 42.4% in the State and 71.6% in a Similar School Group.

NAPLAN – Reading
In Year 5, 69.9% of our students were in the top 2 skill bands (Bands 7 and 8) compared to 35.2% of the State and 66.9% in Similar School Group.

NAPLAN – Writing
In Year 5, 52.8% of our students were in the top 2 skill bands (Bands 7 and 8) compared to 17.6% of the State and 40.4% in Similar School Group.

Year 5
NAPLAN - Spelling

In Year 5, 74.1% of students were in the top 2 skill bands (Bands 7 and 8) compared to 42.8% of the State and 69.6% of the Similar School Group.

NAPLAN - Grammar and Punctuation

In Year 5, 71.9% of our students were in the top 2 skill bands (Bands 7 and 8) compared to 44.5% of the State and 75.1% in Similar School Group.

NAPLAN - Numeracy

In Year 5, 60.7% of our students were in the top 2 skill bands (Bands 7 and 8) compared to 28.5% of the State and 62.1% in the similar School Group.

Significant programs and initiatives

Aboriginal education

Aboriginal education and perspectives is incorporated in the curriculum through a variety of subjects and activities, from the reading of Dreamtime stories in English through to the teaching of spiritual beliefs and values in HSIE.

The Cultural Exchange continued this year. The children from LEPS visited Menindee Central School to learn more about the Aboriginal culture and interact with the Aboriginal community from the area.

This year students were involved in NAIDOC Week celebrations. In the weeks leading up to our Naidoc Day event, students were given the opportunity to visit the display in the school library that featured traditional Aboriginal artefacts, all of which included an explanation of how they were used. This was in preparation for the whole school NAIDOC Day celebration. This consisted of a full day of activities provided by the Koomurri performers called ‘The Ultimate Dreamtime Experience’. The students participated in rotations involving a range of activities including: didgeridoo, storytelling,
artefacts, weaponry, bush survival skills, Aboriginal art and dance. The purpose of the day was to provide students with a deeper understanding and appreciation of traditional Aboriginal culture.

**Multicultural education and anti-racism**

Lindfield East Public School embraces the diverse cultural differences within the school community through ‘Harmony Day’ in Term 1. Cultural performances from our Chinese and Korean communities promote the core values of inclusion, acceptance and tolerance. Students were adorned in their national clothing and paraded their heritage proudly.

Anti-racism is promoted through school policy, Bounce Back lessons, personal development programs and assemblies. We possess ARCO’s (Anti-Racism Contact Officers) who are able to assist in addressing any issues that may arise in our school community.

The Community Language program (Mandarin) is provided 5 days a week. Mandarin lessons for students in Kindergarten and Year 1 commenced in 2014. Students not attending the Mandarin Community Language program participated in the weekly introductory Mandarin lessons.

**Aboriginal background**

LEPS developed and implemented an ATSIEAP (Aboriginal and Torres Strait Islander Education Plan) to cater for the needs of the Aboriginal students in our care. Personal Learning Plans (PLP’s) were developed in consultation with class teachers, school executive staff and David Lardner the Aboriginal Education and Engagement Officer. LEPS enabled a teacher to be trained in the formulation of relevant and appropriate PLP’s and this knowledge was shared with staff upon her return. Positive achievable goals were formulated collaboratively and a time frame with review dates was set. Close liaison occurred with the host family of the students. The school provided opportunities for a student to attend a trip to Menindee Central School and enrolled our students in the Indigenous Public Speaking Competition.

**Socio-economic background**

The school’s socio-economic policy enables students to access all areas of the curriculum and assists in developing and sustaining a positive and inclusive school culture. Students benefit from a wider range of curriculum learning experiences, specialist teachers, individual connections and educational and community services.

**English language proficiency**

The school’s EAL/D (English as an Additional Language or Dialect) program employs specialist staff to assist in meeting the needs of students and families from culturally and linguistically diverse backgrounds. The EAL/D program aims to improve the quality of teaching and learning for the EAL/D students through a variety of means including the use of data in planning and programming, differentiation in teaching programs and whole school and classroom assessment practices.

**School Sport and PSSA**

A wide variety of specialised sports, give non-PSSA students opportunities to develop fundamental movement skills and coordination, work as a team and strengthen skills in sports offered in PSSA.

In Terms 1 and 4, we utilise the expertise and programs from ‘Sports in Schools’. During these sessions, students rotate through a range of activities that develop particular skills such as balance, coordination, throwing and catching. The aim is for students to improve their speed, endurance, flexibility, endurance and overall fitness. Children are able to use a range of equipment including mini trampolines and fitness balls.

In Terms 3 and 4, children are offered a range of specialised activities both at school and off-site. Many of these were chosen to allow children to develop their skills in PSSA sports and pursue special interests. These included Rock Climbing, Tenpin Bowling, Tennis, Gymnastics and Skipping,
Little Athletics, Circus Skills, Netball, Futsal, Basketball and Hockey.

This year has been a successful one for LEPS PSSA teams. All teams demonstrated great sportsmanship. The Senior A cricket team played in the semi final of their division. The other teams competed well but did not progress through to the final. The Senior A Modball team were premiers and the Juniors placed 5th. The touch footballers enjoyed an outstanding season with the Senior girls and Junior boys taking out the premiership. 2014 saw the introduction of a girls soccer competition and the LEPS Senior Team were premiers with the juniors runners up. The Senior A soccer team were runners up with the Junior As just missing the semi finals on goal difference. The Senior B team finished in 3rd position. Our netballers performed well with the Junior Gold team placing 2nd, Junior Maroon 3rd and Senior Gold in 3rd place.

Principal’s Message

Lindfield East Public School prides itself on its reputation as a safe and caring school, where all students are welcomed and accepted into a diverse and multicultural community.

LEPS has a wonderful reputation excelling in a wide variety of areas including the academic, sporting, cultural and extra curricular programs. We are delighted to host visiting schools and teachers from Menindee to China to Canada. Our students benefit from our special programs including EAL/D, Community Language Mandarin and STLA.

Parental support through the Parents and Citizens Committee (P&C) continues to enhance the school’s surroundings and resources. A highly valued partnership exists.

The LEPS teachers are highly skilled educators constantly aiming to develop their practice and pedagogy. An emphasis on collaborative planning and programming has succeeded in creating a rigorous curriculum which is reflected upon and evaluated at regular intervals. Mathematics has been an area of focus this year.

I certify that the information in this report is the result of a thorough school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development. Andrew Stevenson

P & C Report

In 2014 the P&C had another successful year.

The P&C’s activities fall into three areas: Fund-raising; Services; and Parent support.

1. Fund-Raising.

In 2014, two-thirds of the P&C’s income was generated through fund-raising, including the Family Contributions that are generously provided by families at the beginning of each year. In addition, there were dedicated fund-raising events held throughout the year, which was a ‘fete year’.

Fetes are our major event fund-raisers, and the commitment from volunteers is so huge that we conduct them every two years, rather than annually. 2014 was not a fete year. Instead, we organized a successful trivia night. This was in addition to the funds returned from the P&C’s normal fund raising activities, including Welcome Back Night, and the Walkathon.

2. Services.

The primary objective of these activities is to provide a service, rather than generate a huge profit.

The P&C operates the canteen on behalf of the Principal, who consistent with Department policy has ultimate discretion on service delivery. The Principal and the P&C share the belief that the provision of canteen services by a combination of volunteer parents and paid staff is an important contribution to our shared community. In 2014, the P&C’s Nutrition committee and the School conducted a customer satisfaction survey and an audit of the canteen’s menu, the combined
impact of which resulted in a revised and improved canteen menu.

The P&C operates the uniform shop as a convenience for parents. In 2014, after much discussion and analysis, a decision was made to purchase new hardware and improve the delivery of services by the Shop. It is our hope that in 2015 the Uniform Shop will be able to provide an online purchase system.

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 String Ensemble has proved so popular in 2014 that it will be expanded in 2015.

The successful operation of our Band program this year has been well supported by the community. The on-going commitment by the committee, led by Elise Lee, and the Band Masters – Colin Smith and Jon Dollin - and Diane Read (school liaison) has ensured the delivery of a high quality Band program. At the NSW Band Festival all four bands received awards: Gold (the Training Band and Performance Bands); Silver (Stage Band); Bronze (Concert). The Training Band also received the School Band Development Grant Award. Later in the year, at the Hornsby North Band Festival Result, the Training and Concert Bands received High Distinctions, and the Performance Band a Distinction.

In addition to participating in festivals, the Bands and Ensemble 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. The total contribution to the school was around $135,000, and was targeted towards:

- a Support Teacher Learning Assistance (STLA)
- a Technology teacher
- Purchase of computer hardware for years 5 and 6.

Fifteen motions were passed in 2014 at five meetings, including the AGM. Funds were approved for a new fridge (Canteen) and new computer hardware (Uniform Shop). In addition to asset purchases and contributions to the School, the P&C embarked on a program of modernization of its governance, requiring the spending of funds on book-keeping, and the implementation of a cloud-based accounting and reporting system. Remedial work was also approved for outstanding audits. The 2014
Executive Committee was determined to improve the administration of the P&C and is confident that the implementation of new by-laws, coupled with new accounting procedures, will minimize risk and exposure.

Finally, the P&C joined a co-operative of P&C associations, which it allowed it to purchase insurances – public liability, volunteer TPD, theft and fire – at premiums substantially below levels previously available.

Rob Mills, President

School planning and evaluation
2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 Lindfield East Public School completed an evaluation of the Science curriculum.

Aim:
- Implement the National Science Curriculum at Lindfield East Public School.

Our achievements include:
- Specialist Science Teacher is raising awareness of the Science Curriculum through Professional Learning.
- Specialist Science Teacher is trialling some of the new units.
- Specialist Science Teacher has developed and presented a new Lindfield East Public School Science Scope and Sequence to staff.
- Utilising and improving technologies such as QR coding, Ipads, Robotics and SMART Response SENTEO Systems throughout teaching and learning programs.
- Delivering a weekly Robotics Club using LEGO WeDo, LEGO NXT and Beebots.

Future directions:
- Specialist Science Teacher to workshop with staff to introduce the new curriculum.
- Specialist Science Teacher to review the new curriculum and its application to Lindfield East Public School.
- In light of the trial, Specialist Science Teacher to review and modify scope and sequence and develop support materials.
- Review and modify at the conclusion of the first and second years of modification.
- Specialist Science Teacher to investigate links of the new Science Curriculum with Literacy and liaise with classroom teachers.
- Survey student and parent satisfaction to determine its effectiveness and assist in further planning.
- Audit current resources and purchase additional resources to support the Science Curriculum.
- Establishment of a ‘Science Fair’ to provide an opportunity for students to showcase the results of their own scientific research and communication skills.

School priority 1- Mathematics

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

- Using the NSW Mathematics K-6 Syllabus for the Australian Curriculum to plan, program and teach mathematics.
- Using BOS Program Builder to collaboratively create year based differentiated programs catering for individual student needs.
- Increased use of hands on resources to support the implementation of the NSW Mathematics K-6 Syllabus for the Australian Curriculum in 2015. Teachers were provided with a tub of core resources for each classroom and extra resources were purchased for the school which are stored in the Mathematics Resource Room.
- Student surveys Year 1 to Year 6 indicated increased student engagement and enjoyment of mathematics through a problem solving approach.
- Professional development opportunities provided for staff to implement new syllabus documents.
- Dr Catherine Attard continued to work with staff to plan, program and differentiate the curriculum using rich tasks.
- Teachers using Maths 300 and the Nrich website used to provide challenging tasks for students.
- Numeracy continuum and Mathematics Key Ideas used to plan, program, assess and report Mathematics.
- Numeracy team presented a workshop at the annual MANSW Mathematics conference.
- Numeracy team introduced the NSW Mathematics K-6 Syllabus for the Australian Curriculum to over 200 teachers in the Lane Cove network of schools on SDD.
- Syllabus Plus K-6 Maths Adobe Connect sessions.
- A Taste of TEN Adobe Connect Sessions.
- Establishment of a ‘Code Club’ for selected students in Year 5.
- Continued partnership with CSIRO Mathematicians in Schools program.
- Parent information sessions K-2 and 3-6.
- ‘Mufti Maths Fun Day’ to celebrate National Literacy and Numeracy Week.
- Extension of the Maths Olympiad program in Stage 3 to include selected students in Stage 2.
- Incorporating technology and linking the environment into the maths trail.
- Further application of the use of iPads and ICT to enhance mathematical programs.

Future directions:

- Implementation of the NSW Mathematics Syllabus for the Australian Curriculum in 2015.
- Using Program Builder to build upon year based Mathematics programs which were collaboratively planned, developed and implemented in 2014.
- Building resource banks in classrooms and the Mathematics storeroom.
- Using the Numeracy continuum to plan, monitor and report student progress.

School priority 2- Literacy

- 80% 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.
- Teaching and learning programs are differentiated for identified Gifted and Talented students.
- Parent/carer involvement raised to assist in the development of Literacy skills.
Our achievements include:

- 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.
- 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.
- Delivered Professional development sessions across all areas of Literacy engaging professional experts to enhance Critical Teacher Judgement in teaching, learning and assessment.
- Provided a range of Literacy experiences K-6 to engage students in Reading and Writing, Writing and Representing and Speaking and Listening. Examples include debating, public speaking, Spelling Bee, 2-6 Writing assessment and the Premier’s Reading Challenge.

Future directions:

- Collaborative programming across all stages; focus on conceptual programming using the scope and sequence.
- Additional professional development to implement and teach the new syllabus; focus on Literacy continuum.
- Continued involvement in the Premier’s Regional Spelling Bee Competition.
- Maintain focus on inferential reading skills involving Visual Literacy.

School priority 3: Gifted and Talented Education

- Improve communication between staff and the community and increase the understanding of staff and the community about gifted and talented education programs at LEPS.
- Review and refine framework for identification of gifted and talented students.
- Improve the teaching of gifted and talented students through the use of quality references and resources.
- Provide a diverse and extensive range of opportunities for gifted and talented students.

Our achievements include:

- Implementation of whole-staff professional development to create quality, differentiated HSIE tasks.
- Building upon our existing identification measures to use a wider range of objective and subject measures, and storing this data in an effective manner.
- Continued staff involvement in the Certificate of Gifted Education.
- The development of an academic partnership with Dr Jill Forster, an expert in the field of gifted and talented education.
- The Gifted Writers’ and Illustrators’ Group continued with the story of Jasper Rust, working with local author Tony Davis.

Future directions:

- Provision of a Stage 3 multi-age class to cater for gifted and talented students in 2015 and beyond.
- Continued work with Dr Jill Forster to improve our practice in gifted and talented education.
- The creation of a local schools network to learn more from colleagues about gifted and talented education at other schools.
- Continued involvement in the COGE qualification at UNSW.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- LEPS is an attractive and well resourced school e.g. classrooms, library and grounds. Parents: 24% strongly agree, 56% agree. Students: 24% strongly agree, 59% agree.
- The school is connected to its community and welcomes parental involvement. Parents: 22% strongly agree, 56% agree. Students: 43% strongly agree, 48% agree.
- Parents are encouraged to contact the school to discuss concerns relating to their child. Parents: 11% strongly agree, 78% agree. Students: 35% strongly agree, 46% agree.
- LEPS is a friendly school that is tolerant and accepting of all students.
Parents: 17% strongly agree, 78% agree.
Students: 57% strongly agree, 31% agree.

- LEPS teaches and promotes positive values.
  Parents: 11% strongly agree, 61% agree.
  Students: 43% strongly agree, 46% agree.

- The school offers challenging programs for its students.
  Parents: 6% strongly agree, 56% agree.
  Students: 24% strongly agree, 52% agree.

- The school maintains a focus on literacy and numeracy.
  Parents: 22% strongly agree, 61% agree.
  Students: 26% strongly agree, 57% agree.

- LEPS provides effective support in curriculum areas to students who need it.
  Parents: 6% strongly agree, 50% agree.
  Students: 37% strongly agree, 48% agree.

- LEPS provides a range of effective initiatives and resources to support the social needs of students eg. Friendship room, peer mediators, buddy classes etc.
  Parents: 17% strongly agree, 67% agree.
  Students: 39% strongly agree, 60% agree.

- A quality, diverse range of curriculum activities are offered at LEPS eg sport, music, dance, drama, debating etc.
  Parents: 28% strongly agree, 61% agree.
  Students: 56% strongly agree, 33% agree.

- A quality, diverse range of co-curricular activities are offered at LEPS eg yoga, Mandarin, Code Club, robotics etc.
  Parents: 28% strongly agree, 61% agree.
  Students: 26% strongly agree, 67% agree.

- The school promotes global learning eg links with other communities.
  Parents: 11% strongly agree, 78% agree.
  Students: 20% strongly agree, 57% agree.

- The school promotes a healthy lifestyle.
  Parents: 22% strongly agree, 67% agree.
  Students: 33% strongly agree, 46% agree.

- LEPS is progressive and innovative.
  Parents: 11% strongly agree, 56% agree.
  Students: 17% strongly agree, 72% agree.

- LEPS has competent teachers who teach their students well.
  Parents: 17% strongly agree, 39% agree.
  Students: 39% strongly agree, 43% agree.

- LEPS encourages and engages students actively in the sustainability program.
  Parents: 19% strongly agree, 70% agree.
  Students: 28% strongly agree, 61% agree.

- The Science program at LEPS is stimulating and valued.

Parents: 28% strongly agree, 61% agree.
Students: 43% strongly agree, 39% agree.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

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
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School contact information

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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: