Our school at a glance

Students
Students at Lindfield East Public School are highly engaged and motivated learners. Our students develop positive attitude towards learning reflected by NAPLAN results, which continues to be well above our local community of schools, state and national average.

Staff
Our highly qualified, professional, dedicated and committed staff continues to develop programs for students that are engaging, broadening the opportunities for students to interact locally and globally. All teaching staff meet the professional requirements for teaching in New South Wales public schools.

Significant programs and initiatives
Lindfield East Public School continues to provide programs to 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
- Dance Troupe / Dance 2BFit
- Learning Support Program - Specialist Literacy Teacher
- Multicultural Education Program
- Killara Schools Partnership
- Program for students with disabilities
- Student Leadership Program
- Student Welfare Program
- Specialist Science Teacher
- Debating
- Creative Workshops
- Friendship Room

Student achievement in 2012

Year 3
Reading
In Year 3, 83% of our students were in the top 2 skill bands (Bands 5 & 6), compared to 46.8% in the State and 76.9% in Similar School Group. No students were in the lowest two bands.

Writing
In Year 3, 95.1% of our students were in the top 2 skill bands (Bands 5 & 6), compared to 53.4% in the State and 79.3% in Similar School Group. Only 1% of our students were in the lowest 2 bands.

Spelling
In Year 3, 88.2% of our students were in the top 2 skill bands (Bands 5 & 6), compared to 47.9% in the State and 73.5% in Similar School Group. No students were in the lowest two bands.

Grammar and Punctuation
In Year 3, 87.1% of our students were in the top 2 skill bands (Bands 5 & 6), compared to 51.9% in the State and 80.6% in Similar School Group. No students were in the lowest band.

Numeracy
In Year 3, 82% of our students were in the top 2 skill bands (Bands 5 & 6), compared to 36.5% in the State and 68.4% in Similar School Group. None of our students were in the lowest band.

Year 5
Reading
In Year 5, 66.7% of our students were in the top 2 skill bands (Bands 7 & 8), compared to 31.8% in the State and 62.5% in Similar School Group. None of our students were in the lowest band.

Writing
In Year 5, 64.4% of our students were in the top 2 skill bands (Bands 7 & 8), compared to 20.7% in the State and 45.8% in Northern Sydney Region. No students were in the lowest two bands.

Spelling
In Year 5, 73.3% of our students were in the top 2 skill bands (Bands 7 & 8), compared to 38.8% in the State and 65.1% in Similar School Group. None of our students were in the lowest band.
Grammar and Punctuation
In Year 5, 77.8% of our students were in the top 2 skill bands (Bands 7 & 8), compared to 32.5% in the State and 63.8% in Similar School Group. None of our students were in the lowest band.

Numeracy
In Year 5, 74.4% of our students were in the top 2 skill bands (Bands 7 & 8), compared to 29.2% in the State and 64.2% in Similar School Group. No students were in the lowest two bands.

Expected Student Growth

Reading
81.8% of students achieved expected growth from Year 3 to Year 5. Compared to 79.2% in the State and 79.6% in Similar School Group.

Spelling
81.8% of students achieved expected growth from Year 3 to Year 5.

Grammar and Punctuation
94.2% of students achieved expected growth from Year 3 to Year 5. Compared to 81.3% in the State and 89.3% in Similar School Group.

Numeracy
The school’s Average Scaled Score Growth was 100.5% from Year 3 to Year 5 compared to 98.2% in the State and 101.8 in Similar School Group.

Messages

Principal’s message
In 2012, Lindfield East Public School continued to build its strong reputation as a highly respected multicultural and inclusive public school. Our school community strives to create an enjoyable, supportive and challenging environment, which inspires a love of learning and instills strong values.

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 2012, the P&C had another successful year running many services for students as well as contributing financially to the school. The financial contributions were directed to teaching, purchasing of resources as well as contributions to The Lyrebird Centre. The total contribution was again around $200,000 and was targeted towards:

- Support Teacher Learning Assistance (STLA)
- A Technology teacher
- Computer Tablets

It was a busy year for fundraising, including the very successful 80's themed Quiz Night, Walkathon and Welcome Back Night as well as the council election cake stall and the sale of Entertainment Books.

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 90 students.

Creative Workshops
The before and after school Creative Workshop Program offers students the opportunity to attend classes as varied as touch typing to drawing. The Workshop Program is run by a small group of dedicated parents who ensure that not only the Workshop program runs efficiently but that the program is continually refreshed.

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 switched to on-line ordering which has been very successful.

Liz Pearce - President
Student representative’s message
The student leadership team for 2012 have continued the fine tradition of captains and prefects of previous years.

2012 Year 6 were a very tight knit group. They all feel that they are very fortunate to have the opportunities that LEPS provides them. ‘Bounce Back’, ‘Peer Mediation’ and other welfare programs were all cited as the reason they believe discipline is ‘better than ever’ and that although bullying exists everywhere in life, it is very minimal at LEPS. Brendan P commented on the fact that his ‘inviting’ experience of enrolling at LEPS in Year 3 is reflective of the transition many new students in this school community.


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 741 in Term 4 2012. 50% of the student population are 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>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>380</td>
<td>376</td>
<td>384</td>
<td>383</td>
<td>392</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>
</tr>
</tbody>
</table>

Student attendance profile / Management of non-attendance
At Lindfield East Public School students had a very high attendance rate of 96.4% in 2012. 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>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.6</td>
<td>97.5</td>
<td>96.9</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>96.5</td>
<td>97.0</td>
<td>96.6</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.5</td>
<td>96.6</td>
<td>96.5</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.4</td>
<td>96.7</td>
<td>96.5</td>
<td>96.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.7</td>
<td>96.6</td>
<td>96.2</td>
<td>97.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.5</td>
<td>96.2</td>
<td>96.2</td>
<td>96.5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.4</td>
<td>95.6</td>
<td>96.3</td>
<td>96.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96.7</td>
<td>96.3</td>
<td>96.6</td>
<td>96.5</td>
<td>96.4</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>Primary Principal 1</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Deputy Principal</td>
<td>2.0</td>
</tr>
<tr>
<td>Primary Assistant Principal</td>
<td>4.0</td>
</tr>
<tr>
<td>Primary Teacher</td>
<td>24.0</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Staff retention

In 2012, Lindfield East Public School Mrs McNamara, Mr Warboys, and Miss Mason attained their ‘Professional Competence’ through the NSW Institute of Teachers. Miss Diane Read replaced Ms Megan Lockery as Deputy Principal. Ms Lockery gained promotion to Greenwich Public School as Principal. Miss Alyce Kelly and Mrs Carol Myburgh gained permanent appointment through merit selection at Lindfield East Public School. Also, through merit selection Miss Hannan gained a teaching position at Gordon East PS and Mrs Cameron gained a teaching position at Ironbark Ridge PS. Mr Philip Tilsley replaced Miss Stephanie Rose as our Specialist PE Teacher. LEPS gained three new Assistant Principals - Mr Scott Campbell, Mrs Julie Pitt and Mr Clint Lowe. Mr Peter Traynor was appointed as a Learning and Support Teacher (LaST)

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>76 (29 Teachers)</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>24 (9 Teachers)</td>
</tr>
</tbody>
</table>

Financial summary

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

The finances of the Ryde Schools’ Spectacular are managed through Lindfield East Public School Tied Funds.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

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.

Significant programs and initiatives

Aboriginal education

In 2012, 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.

As part of NAIDOC Week celebrations, LEPS hosted Mr Brian Debus and 8 Menindee students. The highlight of the visit was a performance at the Sydney Conservatorium of Music. Parents and students from Menindee Central School were accompanied by renowned pianist Kevin Hunt on a grand piano painted with indigenous student artwork.

Multicultural Education

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

Anti-racism is promoted through the school policy, program, brochures and assemblies. We have five trained ARCO’s (Anti-Racism Contact Officers) who are able to address any issues that arise in our community.

Community Language (Mandarin) is provided K – 6, 5 days a week and ESL has 7 days of permanent specialist teaching.
Progress on 2012 targets

Target 1 - Literacy

- 70% of students achieved expected growth in Literacy as measured by NAPLAN
- Teaching and learning programs are all differentiated for G&T students
- 65% of students achieved the top two bands in NAPLAN Reading and Writing

Our achievements include:

- The continued use of whole school writing assessments.
- Updated rubric for the Narrative writing assessment with a view to making the rubric more reflective of the student’s progression in writing.
- Organised author visit to the school to provide students with a role model and encourage literary writing.
- Purchased reading materials that were current and topical to provide opportunities to incorporate higher order thinking in Reading Groups.

<table>
<thead>
<tr>
<th>Year</th>
<th>Top Two Bands</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>93%</td>
<td>50.2%</td>
</tr>
<tr>
<td>2011</td>
<td>84%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>73.3%</td>
<td>41%</td>
</tr>
<tr>
<td>2011</td>
<td>59%</td>
<td>36%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students achieving at or above expected growth levels:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Year 3 - 5</td>
</tr>
<tr>
<td>2012 70.4%</td>
</tr>
<tr>
<td>2011 65.9%</td>
</tr>
<tr>
<td>Year 5 - 7</td>
</tr>
<tr>
<td>2012 70.9%</td>
</tr>
<tr>
<td>2011 73.2%</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Year 3 - 5</td>
</tr>
<tr>
<td>2012 58.8%</td>
</tr>
<tr>
<td>2011 51.6%</td>
</tr>
<tr>
<td>Year 5 - 7</td>
</tr>
<tr>
<td>2012 70.1%</td>
</tr>
<tr>
<td>2011 59.8%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Year 3 - 5</td>
</tr>
<tr>
<td>2012 78.8%</td>
</tr>
<tr>
<td>2011 56%</td>
</tr>
<tr>
<td>Year 5 - 7</td>
</tr>
<tr>
<td>2012 63.2%</td>
</tr>
<tr>
<td>2011 51.5%</td>
</tr>
</tbody>
</table>

Target 1 - Numeracy

- 65% of students achieve the Top two bands in NAPLAN Numeracy
- 70% of students achieve expected growth in Numeracy as measured by NAPLAN

Our achievements include:

- K-2 Maths Games were developed and implemented to support hand on mathematical activities within the classroom
- Stage 1 developed a scope a sequence to support teachers in trialing no textbooks in 2013
- K-6 Stage Teams developed and implemented a Continuum of Assessments using rubrics
- K-2 and 3-6 Parents workshops were conducted focusing on 'The Number Strand'
• Continued Targeted STLA support in Year 3 – 6 Maths groups, contributed 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.

• 6 IPads was purchased to support a Year 4 Maths group.

• Dr Catherine Attard - was engaged to deliver professional learning sessions for teachers centred on differentiation.

<table>
<thead>
<tr>
<th>Year 3</th>
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<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>2012</td>
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<tr>
<td>2011</td>
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<table>
<thead>
<tr>
<th>Year 5</th>
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<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td>2011</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students achieving at or above expected growth levels:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>Year 3 - 5</td>
</tr>
<tr>
<td>Year 5 - 7</td>
</tr>
</tbody>
</table>

**Target 3 - Global Connections**

• A MOU is finalised with Chaoyang Demonstration School in Beijing

• The CCACDC (Other programs) is functioning and providing a scaffold for a quality partnership

**Our achievements include:**

• Ms Yi Qing Zeng (LEPS Mandarin teacher) and Miss Annette Medana (ESL teacher) accompanied Mr Stevenson to Beijing, China. The purpose of the visit was to consolidate and formalise the links with Chaoyang Demonstration School. A 'Memorandum of Understanding’ was officially signed.

• A 'Taste of Language Classes' was introduced between Menindee Central School, Randwick Public School and Lindfield East Public School.

• The 'Deli-in-the-Park Art Awards' were established to promote indigenous and local school art talent from Lindfield East Public School, Menindee Central School and Killara High School.

<table>
<thead>
<tr>
<th>Year 3</th>
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<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td>2011</td>
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<table>
<thead>
<tr>
<th>Year 5</th>
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<tbody>
<tr>
<td>Year</td>
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<tr>
<td>2012</td>
</tr>
<tr>
<td>2011</td>
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</tbody>
</table>

• Mr Stevenson and Mr Pho were awarded the Metropolitan North Regional AECG – ‘Achievement Award’ for their role in promoting Indigenous Education. Davidson Electorate's - Mr Johnathan O'Dea highlighted LEPS-Menindee Partnership in NSW Parliament.

• Mr Stevenson and other members of the Killara Schools Partnership (KSP) attended the Menindee Central School Staff Development Day. The KSP initiative aims to create links for other local schools with remote indigenous communities in Western NSW.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the
In 2012 our school carried out an evaluation of Assessment and Reporting Practices.

**Curriculum - Assessment and Reporting Background**

Assessment and Reporting practice is a targeted area in Literacy and Numeracy at Lindfield East Public School. In order to improve our feedback of student outcomes, it was decided that a committee be formed and assessment and reporting be reviewed and/or modified.

Through grade/stage meetings a PMI (Plus, Minus, Interesting) feedback on current Assessment Reporting Practices was undertaken.

**Findings and conclusions**

Some pluses of current practices were that over the past several years, streamlining assessments has reduced the amount of time spent in class administrating the tests. Assessments were conducted throughout the year and parents/teacher interviews conducted on a needs basis was working as a means of early intervention.

Some minuses of current practices included the format of our reports and the content appropriateness with specific grammar implications for our Non-English Speaking Background community. Time spent on written report vs teaching time and the parent’s ability to understand teacher comments. Technical issues with the current reporting mechanism were also an area of concern.

Other interesting findings from the feedback include the value of work sample folders, the use of rubrics to track student’s progress and how this will impact on the assessment practice, especially ‘point in time assessments’. The PMI also brought up the question about over reliance on pen/paper assessments.

**Future directions**

The Assessment and Reporting Committee recommended to the school executive the need to align 'Assessment to Reporting'. In Numeracy, programming should reflect on-going assessments, using point in time judgment or testing to validate student’s achievement for reporting purposes. In Literacy, current assessment practices, rubrics and student work samples lends very well to support teachers in their judgment of student learning outcomes. All teachers will look to develop ways to assess students’ progress, with the aim to reduce the over reliance on pen/paper testing.

The Assessment and Reporting Committee and school executives will be trained in the new mechanism for reporting, which will involve re-drafting the reporting template to be used by teachers in 2013.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Parents**

Through the survey parents felt that:

- LEPS is an attractive and well-resourced school e.g. classrooms, library and grounds (100%).
- The school is connected to its community and welcomes parental involvement (98%).
- They are encouraged to contact the school to discuss concerns relating to their child (94%).
- LEPS is a friendly school that is tolerant and accepting of all students (98%).
- The students are the school’s main concern (98%).
- The school has supportive well-being/welfare programs (98%).
- LEPS offers challenging programs for its students (96%).
- A focus on literacy and numeracy is maintained at the school (96%).
- The school teaches and promotes core values (98%).
- LEPS has competent teachers who set high expectations of achievement (100%).
A wide range of extracurricular activities are offered at LEPS e.g. sport, music, drama, debating and chess etc (96%).

The school promotes a healthy lifestyle (98%).

The school uses technology effectively to support student learning programs (98%).

The school promotes Global Learning e.g. Menindee, China links and Nepal (100%).

The Support Teacher Learning Assistance (STLA) is an effective education strategy (98%).

The parent funded Physical Education (PE) program provides high quality/specialist support to students (98%).

The school provides a broad and quality music program K-6 (88%).

LEPS encourages and engages students actively in the Environmental Education programs (100%).

The school exhibits strong leadership in school management (94%).

The school is continually looking at ways to improve its performance (94%).

The school cares about the students and the discipline is fair (96%).

98% believe that their teacher treats them fairly in class.

Staff

- All staff who responded believe that there is a culture of positive collaboration and that they are also valued individually;
- All staff believe that the school is building a school culture and practice that reflects high but achievable expectations;
- All believe that building positive relations with their students is paramount;
- All feel that they provide opportunity for their students to achieve success;

Professional learning

All teachers, SAS and SLO’s were provided professional learning in 2012. The school invested around $53672, this comprised of $23765 of Tied Funds and school contribution of $29907, an average of approximately $1141.95 per teacher. School Development Days in 2012 had full participation of staff and included: a Community of Schools Group – Michael McQueen, 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, leadership development, KLA network meetings, Principal, Deputy Principal Assistant Principal 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

Outcome for 2012–2014

Increased student outcomes and levels of achievement in Literacy for all students.

All students achieve expected growth in Literacy as measured by NAPLAN.

2013 Targets to achieve this outcome include:

- 75% of students achieve expected growth in Literacy as measured by NAPLAN.
- Strengthened quality teaching programs and practices in all classrooms increase the percentage of students that achieve the Top two bands in Reading and Writing to 70% (NAPLAN).
- Increased percentage of ESL and STLA students demonstrate proficiency in Reading, and Writing in school based and national testing.
- Assessment and reporting practices including quality feedback improve learning outcomes for all students. 2012 changes are analysed and modified where necessary.
- Increased integration of new and emerging technologies to improve student engagement and depth of understanding in Literacy.
- The Australian Curriculum will be implemented according to national and state deadlines.

Strategies to achieve these targets include:

- Utilise specialist teachers in servicing/mentoring to new teachers/new on the grade teacher.
- Continue to implement LEPS Spelling policy and School based support documents. Children complete diagnostic spelling assessments in Feb and November.
- Create explicit reading skills list for Years 3-6. Purchase teachers resources that support the explicit teaching of reading.

- Teaching and Learning programs reflect the use of the initial Best Start assessment data
- Tracking of children along the L3 learning continuum will direct planning and delivering of quality teaching which caters for the needs of the children.
- K – 2 STLA withdrawal groups increased by 1 day to 4 days a week, Yrs 3 – 6, 2 days a week increased by 1 day to 3 days a week. Multi-lit program and Home Reading programs continue.

School priority 2

Outcome for 2012–2014

Increased student outcomes and levels of achievement in Numeracy for all students.

All students achieve expected growth in Numeracy as measured by NAPLAN.

2013 Targets to achieve this outcome include:

- 75% of students achieve expected growth in Numeracy as measured by NAPLAN.
- Strengthened quality teaching programs and practices in all classrooms increase the percentage of students that achieve the top two bands.
- Assessment and reporting practices including quality feedback improve learning outcomes for all students. 2012 changes are analysed and modified where necessary.
- Increased integration of new and emerging technologies to improve student engagement and depth of understanding in Numeracy.
Strategies to achieve these targets include:

- School based P&C STLA funding is used to provide additional maths groups in Stage 2 and 3 for lower ability students.
- Continue to provide parent support through the delivery of parent information sessions on the language of maths and strategies to support children.
- Professional Learning sessions to be conducted by Professor Catherine Attard (UWS) to further explore engagement and differentiation K-2 and 3-6 once per semester.
- Stage 3 Killara School Partnership – Project in teaching Numeracy skills.
- Year 4 trial of IPads in Maths Groups, utilising appropriate Apps with support from Dr Kristy Goodwin.
- Text book free trial and concept based programming on Stage One.

About this report
In preparing this report, the self-evaluation committee has throughout 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
Diane Read – Deputy Principal
Judy Buckle – Assistant Principal
Julie Pitt - Assistant Principal
Scott Campbell - Assistant Principal
Clint Lowe - Assistant Principal
Emily Hewitt – Rel. Assistant Principal
Jacquie Green – Rel. Assistant Principal
Louise Scope – School Administration Manager
Liz Pearce – P&C President

School contact information:
Lindfield East Public School
90 Tryon Road, East Lindfield
Phone: 9416 1955
Fax: 9416 2836
Email: lindfield-p.school@det.nsw.edu.au
http://www.lindfieldeschools.nsw.edu.au

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: