Messages

PRINCIPAL’S MESSAGE
Once again, Lindfield PS has enjoyed a highly successful year!

As this report will demonstrate, our students have consistently been engaged in relevant, challenging and motivating learning experiences in a supportive learning environment that encourages each child to achieve their personal best. The students are supported in their learning by a wonderful, highly skilled teaching staff and a dynamic relationship between the home and the school.

Thank you to everybody for your incredible efforts!

I am very proud of everything that we achieve here at Lindfield PS. This report provides an opportunity to reflect on the year that was, whilst also communicating our future directions. I think you will agree with me when I say that there is much to be proud of!

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.

Craig Oliver

STUDENT REPRESENTATIVE’S MESSAGE
2013 has been a fantastic year for the L.P.S. leadership team. We have encountered ferocious challenges including school tours, flag raising and writing speeches. Earlier this year we attended the National Young Leaders Day (NYLD). NYLD is an event just for leaders. It is held every year at the Entertainment Centre and is a wonderful way for young leaders to be inspired and to learn leadership skills. This year, there were four encouraging speakers, however, one speaker stood out the most. The Olympian, Jessica Fox, was an inspirational person, who told us, “If you have a dream, put your mind to it, and you can achieve it.”

We took aboard this message and tried to stick to it. She inspired us with her amazing dedication and hard work.

Creel Price also inspired the leadership team by allowing us to become a part of the Kidpreneur challenge. This challenge was a great way for us to fundraise for charities of our choice. This was done by making, marketing and selling fun and unique items, for instance, candles, frames, jewellery, key rings and cards.

This year we have also supported students who have participated in National Competitions. We have done this by holding a number of fundraisers throughout the year.

Showcasing our school to parents through Open Days and Kindergarten Orientation has also been a wonderful opportunity for the leadership team. Preparing and writing speeches for these events have given us the opportunity to work with many students, staff and members of our community.

The skills that we have acquired as leaders at Lindfield are simply far too many to name but as we head into high school, we know that these skills will be useful to us in the years to come. We are grateful to have had this opportunity at LPS.

We wish the future leaders all the best of luck.

Nick Dunlop and Zara Harding
P & C MESSAGE

In 2013, the Lindfield Public School Parents & Citizens Association Inc (P&C), through its activities, events and community days, aimed to continue its legacy of an involved and vibrant parent community, working in partnership with the school to provide students with opportunities through extra-curricular programs and the provision of extra resources and infrastructure.

2013 P&C Events and Community Days

Welcome Morning Tea – hosted by Year 1 Parents and all P&C Committees
Welcome BBQ – hosted by the P&C Social Committee
Clean-up Australia Day – hosted by the P&C LEAF Committee
Mothers’ Day Stall – hosted by Year 4 Parents and the P&C Social Committee
Lindfield Dads’ and Mates’ Night – hosted by the P&C Social Committee
National Tree Planting Day – hosted by the P&C LEAF Committee
Walk Safely to School walking buses and breakfast – hosted by the P&C Safety Committee
Mid-Year ‘Prom’ Night – hosted by Year 3 Parents and the P&C Social Committee
Fathers’ Day Breakfast – hosted by Year 1 Parents and the P&C Social Committee
Halloween Disco – hosted by Year 2 Parents and the P&C Social Committee
Teachers’ Christmas Lunch – hosted by Year 6 Parents and the P&C Social Committee
Seahorses Club Night – hosted Friday nights in Terms 1 and 4 by the P&C Sports Committee

Social Committee – Convenors: Leanne Ferreira, Kellie O’Keeffe & Kerry Richards – The school’s social and fundraising events were made possible thanks to the commitment and talents of the Social Committee, who together with respective year groups, planned and co-ordinated events which not only brought the community together, but also raised $25,000 for the School.

P&C Extra-Curricular Programs for Students

Chess Club – Committee Convenors: Margaret Taylor & Phil Arnold – With a membership of 77 students from Years 2-6, the Chess Club had another successful year. The students were taught by experienced paid coaches, and proudly represented LPS at the NSW Junior Chess League’s Primary Schools Competition and the Primary Schools One-Day Chess Teams Tournament. At our own Lindfield PS tournament, all members were encouraged to participate, have fun, learn to be good sports and to bounce back from a loss or a difficult game.

Music - Band Committee Convenors: Alec Taylor, Sian Joyce & Christine Tighe - The Band program, comprising Junior, Intermediate, Senior and Stage Bands, continued its legacy of providing the children with an enriching and rewarding experience and teaching them to a high standard thanks to our talented and experienced paid conductors – Sian Joyce, Megan Lipworth and Tim Ferrier. All Bands won awards throughout the year at Primary School Band Festivals and competitions, and performed at many school events and assemblies.

Strings Committee Convenor: Erica Marshall - The Mozart, Ravel, Bach and Vivaldi Ensembles, which are comprised of students across a range of ages and abilities from K-6, united once again with paid conductors Nick Tester and Adrian Mansukani to bring the LPS Strings program to life. They had a very full year of performances both at school and community events and festivals. The year’s finale was the 10 Year Anniversary Concert which was held in December at the Sydney Opera House.

All music students came together in the middle of the year at the Annual Music Camp at Narrabeen Sport & Recreation Centre run jointly by the P&C and the school.

Swimming – Sports Convenor: Rory MacLeod - The school’s gorgeous open-air pool had a healthy work-out with the start of the 2013/2014 Swimming Season. The P&C employed two new coaches, Oleg and Larissa Bytchenkova and a new Administrator, Lynne Sharp. Thanks to their commitment and expertise, the P&C swimming program has soared to new heights with all Learn-to-Swim classes and all adult and children squads full to capacity, offering quality instruction at competitive rates. This season also saw the introduction of Mini Squads which fills the gap between Learn-to-Swim and Junior Squads, and the re-introduction of Seahorses Club Night which welcomes all swimmers from Learn-to-Swim through to Senior Squad to come together to compete in friendly races. The program created a wonderful opportunity to bring the school community together in a united bid to ensure not only that all children can swim, but also that they enjoy it.

Raising Community Awareness

Social Justice - Committee Convenor: Nadja Leffler - Once again, the Social Justice committee raised awareness and inspired children and parents to make the world a better place, and the results speak for themselves. They reached their goal of raising $4,500 to purchase a rainwater tank for the Yegeli Community School in Pori, PNG and provided funds to pay for two teachers at that school. They sent 111 shoe boxes filled
with gifts to the chronically poor in the South Pacific through Operation Christmas Child, raised $200 and awareness for the Indigenous Australians Hands Up for Literacy campaign, sent $400 to the Salvation Army Bushfire Appeal and $400 to World Vision’s Appeal for Syrian Refugees, ran a colouring competition to celebrate Harmony Day, and collected items for donation to raise funds for Room to Read who build libraries in developing countries.

LEAF – Committee Convenor: Sarah Burnett - The dedicated LEAF committee met regularly on the school grounds throughout the year to care for the LPS gardens. They hosted two major Community Days - Clean Up Australia Day and National Tree Planting Day, with wonderful attendance by parents, children and teachers. The results were outstanding, not only for the appearance of the school, but also for the incredible community spirit that these days evoked.

Health & Safety - Committee Convenor: Claudette Mann – The aim of the Safety committee in 2013 was to continue endeavours to raise awareness of road and traffic safety. They also worked closely with Council to keep a regular presence of rangers, and organised walking buses and a healthy breakfast on National Walk Safely to School Day –

a community event which was attended by the majority of the school community. The committee was also represented on the school’s Sun Safety committee to review its Sun Safety Policy and its implementation within the school.

P&C Services

Clothing Pool – Committee Convenor: Barbara Liebenberg - The Clothing Pool opened its shop twice a week each term in 2013, and continued to offer its on-line ordering service. It is thanks to the Clothing Pool Committee, the paid Clothing Pool manager, Greti Lindsay, and the 25 volunteer parents who were rostered on at the Clothing Pool throughout the year that the clothing needs of the children were met. They ensured that costs remained competitive, and that the clothing continued to be of a high quality, with a profit of $24,829 for the School.

IT & Communications – Committee Convenor: Brenton Jones – Communications, payments and registrations for all P&C initiatives were looked after well by this Committee of one, who had a busy year supporting and maintaining the P&C website, its 550 parent users and training P&C sub-committee administrators. With the help of the Social Committee, Lindfield Lanes was born as a new destination on the website to allow local sponsors and classified advertisers to promote their business within the school community.

Class Parent Co-ordinator: Gillian Huyskens – Our Class Parent co-ordinator managed and assisted 58 class parents across 28 classes. Together, they provided an invaluable communications tool between the committees, the school and the wider parent body. They assisted in organising class social events and co-ordinated volunteers to assist with the many fundraising and social events throughout the year. Thanks to everyone in these important roles.

Canteen – Committee Convenors: Sharon Moss and Megan Bryant - Our canteen continued to provide a valuable service to all children and families within the school, offering a good variety of food and beverages to the students at great prices. As well as running the canteen, our paid canteen supervisor, Debbie Bryant, ran very successful fundraisers through the Canteen – the annual Easter Egg fundraiser, the popular Mango Box fundraiser, and regular “special lunch order” days, which raised $28,264 for the school. Our sincere thanks go to the army of volunteer mums and dads who work at the canteen every day, and to our newly appointed paid assistant Cassandra Stefanovic.

P&C Legacy in 2013

Thanks to fundraising and committee profits as mentioned above, plus Family Contributions which
this year amounted to $79,477, the P&C is able to make financial contributions to the school to enhance the welfare and learning outcomes of our children. In 2013 the P&C made the following major financial contributions to the school:

Learning Support – $54,000 for the employment of a full-time Learning Support teacher.

Projector and screen for the School Hall – $5,834 for the purchase and installation of a new projector and motorised screen for the Hall.

Home Reader Books – $20,000 for the purchase of Year 3 Home Reader Books

Cafe Blinds on the Hall COLA (Covered Outdoor Learning Area) – $12,395 for the purchase and installation of cafe blinds to the Hall COLA to allow the area to be used in all weather conditions throughout the year.

In Conclusion
I would like to acknowledge and thank the School Principal, Mr Craig Oliver, and the two Deputy Principals, Mrs Caroline Desmond and Mrs Katrin Cornell who have once again run the school to a high standard in all areas thanks to their dedication, expertise and passion. They have shown outstanding leadership and have been well supported by their team of talented teachers and support staff, and have generously given their time and energy to support the P&C and its initiatives, ensuring that the school and P&C unite towards a common goal.

It has been an honour once again to be able to represent such an engaged community in my role on the P&C. I would like to thank the dedicated, committed and talented volunteer parents who manage the P&C sub-committees listed above. It is thanks to the parents who put their hands up for these roles, that the children of LPS have the very best of opportunities. Thanks also to the LPS families who have assisted throughout the year by donating their time and talents, by attending events, and by assisting financially.

I have had the pleasure of working alongside some incredible parents, teachers and support staff, and I would like to thank my fellow P&C Executive: Ian French, Bruce Hudson, Michael Gill, Narelle Shanahan and Margaret Martin who have given tremendous inspiration, support and friendship.

Kelsie Alden
President, Lindfield Public School P&C Association Inc
STUDENT INFORMATION

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

Student enrolment profile

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Management of non-attendance

Student absences are required to be explained by parents and/or caregivers. Where the school is concerned about the attendance of an individual student, parents will be contacted and strategies put in place to improve the situation. This may include referral to the Home School Liaison Officer (HSLO).

Student attendance profile

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WORKFORCE COMPOSITION

In addition to our classroom teachers, we are fortunate to be able to access the expertise and support of a number of skilled professionals:

- a teacher librarian;
- an English as a Second Language (ESL) teacher;
- one full-time and one part-time specialist PE teacher;
- an ICT teacher;
- two part-time music teachers; and
- a teacher to support students with learning difficulties, five days a week (P&C funded), in addition to our two and a half day per week entitlement.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Lindfield PS had no Indigenous staff members during 2013.

Teacher qualifications

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

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Qualifications

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Financial summary

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

A full copy of the school’s 2013 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.

Date of financial summary 30/11/2013

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Achievements

ARTS

Choir
The Lindfield Public School 3-6 choir, mentored by Miss Coburn, Miss Dunger and Mrs Thurston, has celebrated another year of commendable achievements. The choir formed early in Term 1 and began a year of weekly lessons and rehearsals. The students demonstrated exceptional commitment and dedication in learning and perfecting a recital of fourteen songs, based around the theme ‘Dreams’. This year, they have shared their passion for singing through presenting at events such as school assemblies, Open Day and Presentation Day.

The highlight on the choir calendar was the Ryde Schools Spectacular, held at the Sydney Opera House in November. Our students contributed to the combined choir, consisting of 600 voices from 21 schools in the Northern Sydney region. The concert showcases teaching and learning in the performing arts, allowing students a platform to perform for their families and friends on a grand scale. We also had choir members recognised for their individual talents through being chosen to sing solo parts or accompany songs with an instrument. To be part of this concert is a tremendous achievement for all students and teachers involved.

Dance
It has been another highly successful year for the dance program. In Term 1, we formed a Senior Representative Dance group, consisting of 32 committed students, coordinated by Miss Maclaine. The boys and girls rehearsed weekly with professional choreographer, Dale Pope, to develop and perfect their routines ‘Nightmare of the Wolf’ and ‘Dream Whispers’. They performed ‘Nightmare of the Wolf’ in the Sydney Eisteddfod at the Sydney Opera House and were commended for their off stage behaviour and enthusiastic performance. The group was also successful in their audition for the Ryde Schools Spectacular and proudly represented our school with a breathtaking performance of ‘Dream Whispers’.

Our Junior Representative Dance group formed in Term 1, consisting of students from Years 3 and 4. These dedicated and keen students also rehearsed weekly with Dale Pope to perfect their routine ‘Boogie Wonderland’. In their performance at the Sydney Eisteddfod, they received the ‘Highly Commended’ award. The senior and junior dance groups also showcased their impressive routines and costumes at the LPS Open Day and Presentation Day.

Due to popular demand, dance was once again offered as a Friday sport option to Years 3-6. The classes have been full of students participating with enthusiasm and eagerness to learn choreographed routines, whilst having fun and getting fit. The Term 4 sport group produced and starred in two dance film clips, led by their dance teacher Samantha Hibburt. They all enjoyed themselves thoroughly. The passion for dance within the school continues to grow and this year Dale Pope’s REDed program was implemented for students K-6. Every class attended one lesson per week for a whole term. The students developed skills such as coordination, rhythm and musicality. The program was highly valued by teachers and the school community and considered a tremendous success.

Sport
Each student participated in PE lessons provided by a specialist PE teacher. K-2 classes each had a 40 minute lesson, with the majority of time spent on developing gross motor skills, gymnastics, and running based games. Classes from Years 3-6 had a 60 minute PE lesson, which included the sports of athletics, netball, cricket, gymnastics, dance, and other modified games. Running and fitness activities were emphasised throughout the year to contribute to student fitness levels.

PSSA
In Terms 1 and 4, many students were in our school cricket, mod-ball or touch football teams. Each Friday, these teams would travel by bus to local grounds and play against local schools. In Terms 2 and 3, the school fielded teams in netball, AFL, and soccer competitions. Students who were not involved in these teams either played school sport or a recreational sport that included bush running, tennis, circus skills, ice-skating, bowling, swimming and rock climbing.

Swimming
Lindfield Public students are fortunate enough to have a 25m heated outdoor pool. During Terms 1 and 4, each class from Years 1-6 has a weekly pool session to develop water skills and swimming ability. The pool is utilised outside of school times in implementing learn to swim programs, squad training and aquathon races.

Athletics Carnivals
From the school athletics carnival, a track and field team were selected to compete at the Zone carnival. The team performed very well, coming fourth out of thirteen schools, with the boys’ team finishing second. Lindfield had five boys who all went on to make the final at the state carnival in their events, with two progressing to the National carnival.
Highlander Cup
Each year, it is a tradition between Lindfield and Roseville to play in rugby and soccer on an evening during Term 3. Roseville Public won the 2013 Highlander Cup, winning the junior and senior rugby games, and the senior girls soccer match.

DEBATING AND PUBLIC SPEAKING
Throughout 2013, students were selected to represent LPS by participating in the Premier’s Debating competition and the Ryde District Debating Competition. All teams performed exceptionally well, winning many of their debates and receiving positive feedback from the adjudicators on their manner, the matter presented and their method of presentation and rebuttal. Both competitions are aimed at Stage 3 students, and this year one of our teams made it to the finals of the Northern Sydney Region of the Premier’s debating competition, placing second in the region out of 230 local primary schools!

Interested Year 3 and 4 students also took part in our debating club, and interschool ‘friendly’ competition to build their skills in debating. Four students attended a regional debating camp to further develop their public speaking and debating skills.

Multicultural Public Speaking Competition
Throughout first term, all Stage 2 and 3 students were given the opportunity to present both prepared and impromptu speeches. Four students were chosen to represent LPS at the Regional Finals for the Multicultural Public Speaking competition. This year the competition was hosted by Killara Public School with one of our students receiving a highly commended award.

LPS Public Speaking Competition
2013 was the second year of the LPS K-6 Public Speaking Competition held during Term 3. All students wrote and presented a prepared speech to their class. Grade finalists from each year group presented both their prepared and impromptu speeches and were judged by external adjudicators from Killara High School. The students showed impressive presentation skills, and a grade champion was selected from each year group.

LEARNING ASSISTANCE PROGRAMS
MULTILIT
The Macquarie University Multilit Program (Making Up Lost Time in Literacy) ran at Lindfield Public School for the sixth year in 2013. The program targets students identified as having deficits in the foundational aspects of reading acquisition. Students who complete the program learn a bank of 200 high frequency and sight words,
as well as the necessary skills to decode new and unknown words.

In 2013, eight parent and community tutors were trained by Mrs Scollay and Miss Nicholson so that the program could support fourteen students from Years 2-6. Students were selected for the Multilit program via the school’s learning Support Team. This program has contributed greatly to the students’ reading ability and confidence levels. The program will continue in 2014 with ongoing, and updated training sessions for parent and community volunteers.

Reading Buddies
As a follow on for Multilit graduates, a reading support program ‘Reading Buddies’ was introduced in Term 4 to ensure that students can integrate their Multilit knowledge into their everyday reading. ‘Reading Buddies’ is a graded system of small readers designed to give the reader confidence and repetition of phonics and sight words to ensure accuracy and fluency as well as improved comprehension. An enthusiastic team of volunteers are supporting the program every week to ensure that all students are given regular, consistent help through this program. So far, the results have been very positive with our ‘Reading Buddies’ students, looking forward to their one on one reading time each week.

WELFARE PROGRAMS

The Friendship Room
This year “The Friendship Room” was established within the school. “The Friendship Room” is a program established by the Learning Support Team to provide opportunities for students across the school who find at times, the playground and socialising challenging. The small group play sessions are intended to help students develop their social skills and friendships at our school. “The Friendship Room” operates on a teacher nominated referral basis and is open every Wednesday and Friday at second half of lunch in one of the primary classrooms. Mr Traynor leads “The Friendship Room”.

Playmates
At Lindfield Public School the transition to ‘big school’ is made just a little easier and a lot more fun with a program called “Playmates”. “Playmates” has been running at our school for two years and will continue to run next year. Devised by school counsellor, Vashti Casey, and run with assistance of all Kindergarten staff and the Deputy Principal, “Playmates” teams Kindergarten children with Year 5 and 6 mentors in a daily playground orientation that has a range of benefits for all. Year 5 and 6 students are trained to run playground games that do not require playground equipment and are easy for the Kindergarten children to play on their own at break times. The “Playmates” program allows the new Kindergarten students to experience lunch breaks in a settled, organised and supervised manner for part of Term 1.
Palm Games
This year the sport captains were trained by Mrs Cornell in Peer Mediation and on how to run games using new equipment on the K-2 Palm Playground. Sports Captains were in charge of setting up the games and mediation area on Palm and for running and mediating minor incidents on the playground. K-2 students have had fun playing with new equipment and the Sport Captains have learnt a great deal of leadership skills in running this new initiative. Palm Games has been such a success with helping children play together, that Ginko Games in the 3-6 is currently being set up for senior students.

ENRICHMENT PROGRAMS
Mindquest at St Ives High School
Throughout Terms 2 and 3, seven bright and enthusiastic Year 5 students visited St Ives High School on a weekly basis to participate in the MindQuest Program. These students were able to explore a variety of subject areas including the wonders of science, the challenge of public speaking and the problems encountered in Mathematics.

Extension groups at Killara High School
Killara High School provides a range of opportunities for our students to participate in groups with our Killara Schools Partnership(KSP). This year targeted students visited Killara High School to work in the fields of visual arts, Science and Mathematics. Not only does this provide an opportunity for children to experience the high school science and art rooms, but also provides intellectual stimulation for our students across our community of schools. Our thanks go to Killara HS for these on-going initiatives and links.

Enrichment Classes
During 2013 a number of enrichment classes were run to support the learning of targeted students across the curriculum. From Kindergarten to Year 6, small groups of students participated in Mathematics, creative writing, drama, visual arts, robotics, interpersonal relationships and history. These classes allowed the students to work with like-minded peers in a supportive small group environment.

Mathematics
Adopting an investigatory approach, Stage 1 students utilised playing cards, smarties, ancient number systems and geoboards to explore and discover mathematical concepts of the past and present. The children were led to understand that Mathematics is constructed to meet the needs of it’s people, and is an integral part of our everyday life.
Year 3 students worked cooperatively to explore percentages, fractions and decimals with jelly beans! The students drew on their understanding of patterns, measurement and geometry whilst working mathematically to ask questions, select appropriate strategies and check the accuracy of their estimations. Utilising technology, they represented their data in linear models, grids and pie charts.

Creative Writing
In Term 3, Stage 3 students participated in a narrative writing workshop. The program focused on enhancing student’s ability to incorporate complex themes such as allusions and analogies in their work. Increasingly the students produced cohesive texts that were purposefully constructed to lead an audience toward reflection on a specific theme or issue. These issues included multiculturalism, resilience, the importance of family and the perils of revenge.

Drama
In Term 1, Stage 1 students participated in a five week drama enrichment course. Activities included role play, readers theatre, improvisation and mime. Students improved their communication skills by acting out short scripted plays, with a specific focus on facial expression. Opportunities were provided for students to be creative when provided with a scene starter in improvisation activities. The children were challenged to develop empathy for others through opportunities to step into character.

Visual Arts
During Term 3, twelve students from Stage 3 were selected to join a visual arts enrichment class. The students studied art from the Fauvism movement, that accentuates intense bright and vivid colours. Using images taken from around the school, the students created their own ‘fauve’ interpretation with paint on canvas.

Robotics
During Term 1, 50 students started an introduction to Robotics using the LEGO NXT robots. Students were introduced to programming concepts such as sequences, looping, reading data from sensors, waiting for events and using conditional logic to switch to different code paths. At the end of Term 1,
30 students were chosen to take part in preparations for RoboCup. The students were split into two teams of five and a team of six to participate in RoboCup ‘Dance’ and seven teams of two for RoboCup ‘Rescue’. Our teams participated at the Chatswood Regional RoboCup and one of our rescue teams placed second. At the NSW State Competition held at the University of NSW, all teams competed with the Lion King team finishing second and Kung Fu Pandas finishing fourth in the Dance category. In the Rescue category one of our teams placed first. Students continued to work on their skills and two Rescue teams competed in the National Competition at the University of Queensland making it to the final eight.

Four of our students from the Rescue teams were selected to undertake another robotics challenge - FIRST LEGO League (FLL). The team ‘Lindfield Brick Busters’ competed on Saturday the 2 November 2013 and placed 1st in the robotics challenge out of 40 teams including high school students and was invited to participate in the Australian FLL competition in December 2013. The robotics program has been supported by Mr Shaun Michael, Mrs Hayley Thurston, Miss Emma Bennett, Ms Jane DelValle and Mr Peter Brock.

**Electronics and Programming**

Students from Year 6 were offered the opportunity to join an Electronics and Programming Club at lunchtime with 26 students participated. Students worked with the Arduino electronics platform used by hobbyists and educators globally. The idea of the club is to expose students to basic electronics (resistors, variable resistors, switches, circuits, LEDs, temperature and light dependent resistors), introductory digital electronics and programming concepts. Students used touch, light, pressure and temperature sensors as control inputs and LEDs and speakers as outputs. Students learnt how to connect circuits and program the Arduino micro-controller using a ‘C’ like programming language.

**Interpersonal Relationships**

This personal development program centred around enrichment exercises for children who are gifted interpersonally. Activities focused on recognising individual needs, caring, trust, fairness within relationships, as well as active listening, expressing and communicating feelings. The children built long-lasting friendships with the others in group and had a great deal of fun whilst learning new ways to encourage others and share their gifts with their peers.
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). Go to 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.

NAPLAN Year 3

Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The Year 3 average reading score was significantly higher.
than the state average reading score. 73.7% of students were placed within the two highest bands of Year 3 reading achievement.

The Year 3 average spelling score was significantly higher than the state average spelling score. 75.4% of students were placed within the two highest bands of Year 3 spelling achievement.

The Year 3 average grammar and punctuation score was significantly higher than the state average grammar and punctuation score. 82.8% of students were placed within the two highest bands of Year 3 grammar and punctuation achievement.

The Year 3 average writing score was significantly higher than the state average writing score. 85.2% of students were placed within the two highest bands of Year 3 writing achievement.

The Year 3 average numeracy score was significantly higher than the state average numeracy score. 75.2% of students were placed within the two highest bands of Year 3 numeracy achievement.
NAPLAN Year 5

Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The Year 5 average reading score was significantly higher than the state average reading score. 58.6% of students were placed within the two highest bands of Year 5 reading achievement.

The Year 5 average spelling score was significantly higher than the state average spelling score. 65.8% of students were placed within the two highest bands of Year 5 spelling achievement.

The Year 5 average grammar and punctuation score was significantly higher than the state average grammar and punctuation score. 63.4% of students were placed within the two highest bands of Year 5 grammar and punctuation achievement.
the two highest bands of Year 5 grammar and punctuation achievement.

The Year 5 average writing score was significantly higher than the state average writing score. 37.8% of students were placed within the two highest bands of Year 5 writing achievement.

**NAPLAN Year 5 - Numeracy**
The Year 5 average numeracy score was significantly higher than the state average score. 49.4% of students were placed within the two highest bands of Year 5 numeracy achievement.
PROGRESS IN LITERACY

Progress in reading
Average reading progress for students who completed the NAPLAN at Lindfield PS in both Years 3 and 5 was slightly lower than state average but higher than the Statistically Similar Group (SSG) average.

Progress in spelling
Average spelling progress for students who completed the NAPLAN at Lindfield PS in both Years 3 and 5 was above both SSG and state averages.

Progress in grammar and punctuation
Average grammar and punctuation progress for students who completed the NAPLAN at Lindfield PS in both Years 3 and 5 was slightly higher than the SSG but lower than state average.

Progress in writing
Average writing progress for students who completed the NAPLAN at Lindfield PS in both Years 3 and 5 was above both SSG and state averages.

PROGRESS IN NUMERACY

Average numeracy progress for students who completed the NAPLAN at Lindfield PS in both Years 3 and 5 was slightly higher than state average but slightly lower than the SSG average.
Significant programs and initiatives

ABORIGINAL EDUCATION

This year we established links with our sister school, Alma Public School, in Broken Hill. This school has a student population of approximately 230 including 25% of Aboriginal or Torres Strait Islander descent. In Term 3, three of our teaching staff visited Alma Public School for a week working closely with the staff in their classrooms, visiting their Stephanie Alexander kitchen garden and Baarkintji language lessons and visiting local sights such as the School of the Air.

In Term 4, three teachers from Alma Public School had their reciprocal visit to Lindfield Public School working in our classrooms, engaging in our school programs and participating in our professional development opportunities. We look forward to further expanding our relationship with Alma Public School in the coming years.

Our school was visited by performers from, ‘An Indigenous Experience’ in Term 4. They took students through workshops on the didgeridoo, Aboriginal artefacts and indigenous art. They also presented a whole school performance encompassing story time, dance and music.

MULTICULTURAL EDUCATION

On March 21 we celebrated Harmony Day which is about bringing people together to promote Australian values and to celebrate the Australian way of life. Harmony Day is a day to understand and commit to the benefits of living in a country that embraces the common values of respect, fairness, participation, acceptance and a fair go for all.

Students and teachers came to school wearing a splash of orange such as an orange ribbon, orange head band, orange wrist band or orange cap. A student from each class was recognised for displaying ‘Harmony Day’ values and was presented with a special orange merit award in the K-2 and 3-6 assemblies.

During the day the students participated in class discussions about diversity and completed a variety of Harmony Day activities in their classes.
RESPECT AND RESPONSIBILITY

We are committed to providing a safe, caring and nurturing environment. The key values of respect and responsibility are embedded in our school vision and are integral to the policies, practices and programs we promote at Lindfield Public School.

Respect and Responsibility for others is actively promoted through our school expectations. This is reinforced by modeling appropriate behaviours and through the explicit teaching of these values within classes.

Our commitment to creating a supportive, caring and respectful environment is evidenced in the following programs and initiatives:

• Incorporating the school core values into our Student Welfare and Discipline policy;
• Continuing to implement our Positive Behaviours for Engaging Learners (PBEL) program;
• Maintaining a buddy system across the school which promotes the values that underpin our school expectations – Respect, Organised, Aspire, Responsible - ‘ROAR’;
• Allowing student leaders, through our peer mediation program, to work closely with students to overcome playground issues and to teach students strategies which promote a positive school environment;
• Taking part in Harmony day celebrations which promotes respect for others and the values that are important for living in a multicultural society; and
• Providing the opportunity for our student leaders to attend National Young Leaders Day; a day, which not only inspires students but also equips them with the necessary skills they need in order to become an effective young leader.

KILLARA SCHOOLS PARTNERSHIP – KSP

Our six local primary schools including Beaumont Road, Killara, Gordon East, Lindfield, Lindfield East, Roseville along with Killara High School enjoy a unique partnership which allows us to share professional development and teaching opportunities. This year during Semester 1, the KSP schools were awarded a grant by the Australian Maths Olympiad group to participate in a Middle Years Problem Solving Project. One of our Stage 3 teachers worked with a KHS teacher and taught in both the Year 6 and Year 7 classrooms to develop questioning techniques to improve student understanding in Mathematics. Their findings were shared amongst the schools.

The Semester 2 project involved training in Visual and Critical Literacy with a focus on techniques used by authors and illustrators such as salience, colour, composition, framing, angle and modality. Semester 2 participants also received professional development in visible thinking and visible literacy and utilised a range of Web 2.0 tools to engage their students. Primary and high school teachers were again paired and taught in both the high school and primary school environment sharing ideas, inspiration and of course teaching. During our Term 4 staff development day all teachers from the participating primary schools were able to share their success through an innovative group discussion and presentation.

Staff from the KSP schools also listened to the motivational speaker Robyn Moore, who is the voice of cartoon character ‘Blinky Bill’. Robyn delivered an engaging presentation on the importance of passion, energy, productivity, laughter and work/home balance.
LITERACY
Outcomes from 2012–2014
Students will be engaged in differentiated literacy programs that cater for individual need.
Evidence of progress towards outcomes in 2013:
• 73.7% of Year 3 students achieved ‘Proficiency’ level in the reading component of NAPLAN testing;
• 57.4% of matched students achieved expected NAPLAN reading growth from Year 3 to 5; and
• 83% of Kindergarten students were independently reading above Level 8 by the end of the year.

2014 Targets to achieve this outcome include:
• 75% of Year 3 students will achieve proficiency levels in the reading component of NAPLAN testing;
• 70% of matched students will achieve expected NAPLAN reading growth from Year 3 to 5; and
• 90% of Kindergarten students will be independently reading above Level 8 by the end of the year.

Strategies to achieve these targets include:
• K-2 students benchmarked each term. All other students benchmarked a minimum of twice a year until they reach Level 30 (PM) with acceptable fluency and comprehension.
• Participation in ‘Focus on Reading’ project to support the explicit teaching of comprehension, vocabulary and reading text fluency.
School priority 2

NUMERACY

Outcomes from 2012–2014

Students will be engaged in differentiated numeracy programs that cater for individual need.

Evidence of progress towards outcomes in 2013:

- 75.2% of Year 3 students achieved proficiency levels in the numeracy component of NAPLAN testing; and
- 68.3% of matched student achieved expected NAPLAN numeracy growth from Year 3 to 5.

2014 Targets to achieve this outcome include:

- 70% of Year 3 students will achieve proficiency levels in the numeracy component of NAPLAN testing; and
- 70% of matched students will achieve expected NAPLAN numeracy growth from Year 3 to 5.

Strategies to achieve these targets include:

- Teachers grouping students according to pre-testing data and differentiating teaching programs within their classrooms.
- Participation in the Count Me In Too (CMIT) online program and tracking of student achievement against the Numeracy Continuum K-10.

School priority 3

STUDENT WELFARE

Outcomes from 2012–2014

School wide positive behavioural systems and quality welfare programs will exist to support the social and emotional needs of students.

Evidence of progress towards outcomes in 2013:

In 2013, the school continued to ensure that our school-wide behavioural systems were working effectively. Whilst we had planned to introduce the next implementation phase (classroom settings), we were unable to access the required professional learning until Term 4. The decision was taken to introduce classroom settings in 2014. Consequently, the target set originally for this year will carry over into 2014.

2014 Targets to achieve this outcome include:

- 95% of staff will identify, via the Classroom System Checklist, that classroom systems are either in place, or partially in place by the end of 2014.

PROFESSIONAL LEARNING

The school receives funds from DEC to provide for teacher release from class and course fees. The amount of funding is based on the number of permanent staff at the school. The professional learning is related to areas identified in the school plan and DEC target areas.

<table>
<thead>
<tr>
<th>Area</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Quality Teaching</td>
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<td>Literacy and Numeracy</td>
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<td>Syllabus Implementation</td>
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<tr>
<td>Beginning Teacher</td>
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An additional amount of $8,576.83 was spent by the school to pay for additional professional learning.

Professional learning for beginning teachers amounted to $2,922.59 and was paid from a separate tied grant to the professional learning funds listed above.

PARENT/CAREGIVER, STUDENT, AND TEACHER SATISFACTION

In 2013, the school sought the opinions of parents, students and teachers about the school.

Respondents were asked to state whether they strongly agreed, agreed, were neutral, disagreed or strongly disagreed with eleven statements.

Their responses are presented below.

Collectively, 80% or more of respondents either strongly agreed or agreed with the following statements:

- ‘The school is connected to its community and welcomes parent involvement’ (95.8% agreed or strongly agreed);
- ‘The school has supportive welfare programs (ie PBEL, Friendship Room), Class Buddy program, Kinder Playmates etc) (92.4% agreed or strongly agreed)
- ‘The school offers challenging programs for its students’ (83.4% agreed or strongly agreed);
- ‘The school maintains a focus on literacy and numeracy’ (82.5% agreed or strongly agreed);
- ‘LPS has competent teachers who set high standards of achievement’ (89.5% agreed or strongly agreed);
- ‘A wide range of extra-curricular programs are offered’ (92.9% agreed or strongly agreed);
- ‘There is good access to computers and strong technology programs and resources’ (92.1% agreed or strongly agreed);
- ‘Fair discipline exists within the school’ (88.6% agreed or strongly agreed); and
- ‘The school newsletter keeps me informed about what is happening at school’ (95.8% agreed or strongly agreed).
- ‘The school newsletter keeps me informed about what is happening at school’ (95.8% agreed or strongly agreed).
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.

Craig Oliver - Principal
Katrin Cornell – Deputy Principal
Caroline Desmond – Deputy Principal
Danielle Machuca – Assistant Principal
Robyn Scott – Assistant Principal
Pam Hedison – Assistant Principal
Hayley Thurston – Relieving Assistant Principal
Kelsie Alden – P&C President

School Code: 2403

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: